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ABSTRACT

Results from the various student testing programs of the Austin (Texas) Independent School District (AISD) are summarized for 1991-92. Some 23,000 students in grades 3, 5, 7, 9, and 11 took the criterion-referenced Texas Assessment of Academic Skills (TAAS) in October of 1991. The Texas Educational Assessment of Minimum Skills (TEAMS), required for graduation, was taken by 151 students in grades 11 and 12 in October of 1991 and/or April of 1992. The norm-referenced Iowa Tests of Basic Skills (ITBS) were taken by 10,313 students in grades 1 and 2, while 42,765 students in grades 3 through 11 took the Norm-Referenced Assessment Program for Texas (NAPT) in April of 1992. Students from the AISD continued to excel on college entrance examinations, with Scholastic Aptitude Test scores averaging above those of the state and the nation. AISD students scored near state averages and above the urban average on the TAAS. AISD students ranked first among urban districts for scores on the TEAMS and TAAS. AISD students also scored higher than state averages on the NAPT. In general, African American and Hispanic American student achievement continued the trend of improving at a faster rate than that of all other students on the ITBS and the NAPT. Budget implications are discussed. Included are 31 figures of summary data, and 9 attachments with additional data on test results and technical information. (SLD)

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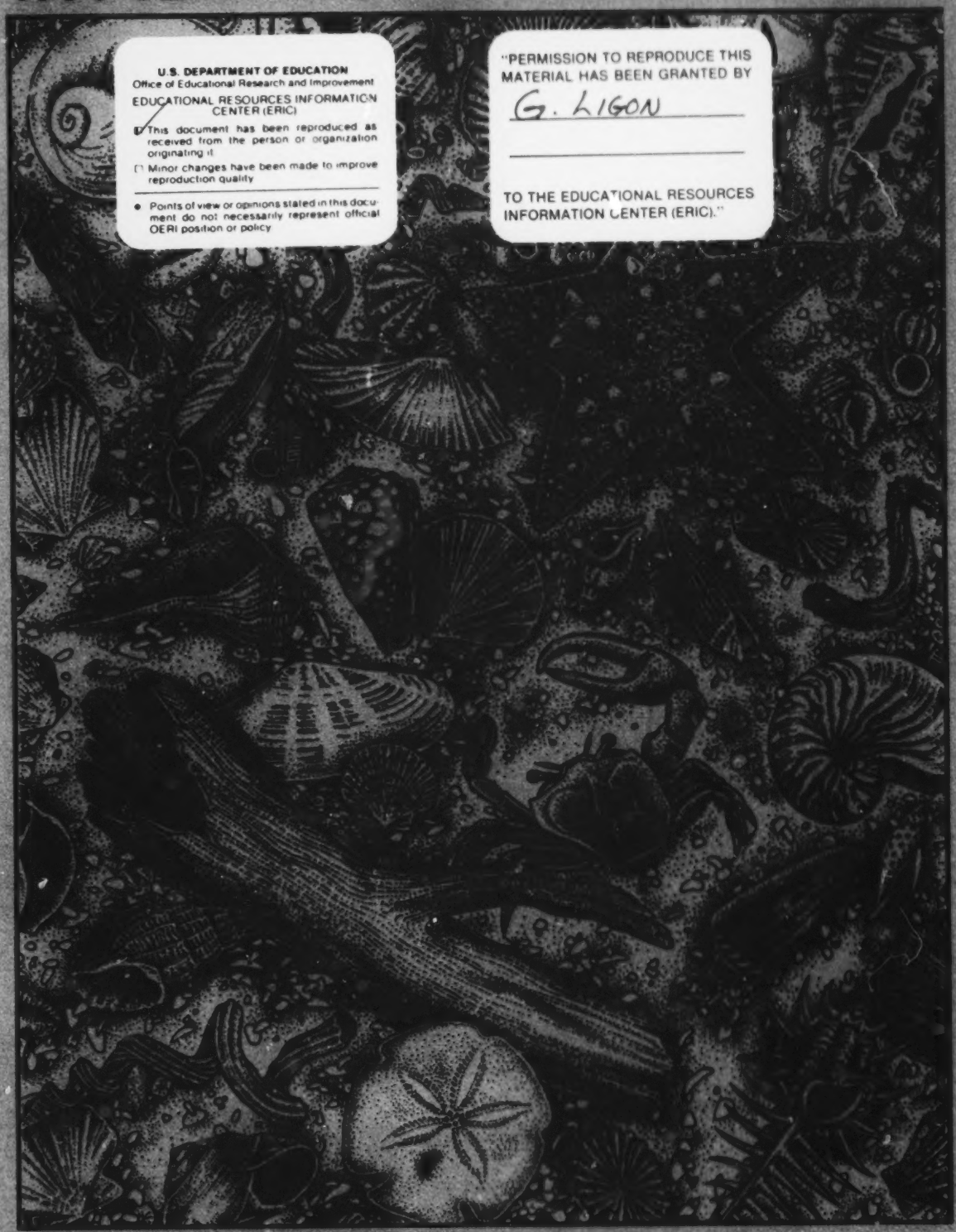

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KEY

WORDS

National Average - Standard set by testing across the nation. The 50th percentile is the national average.

Mean - The average score--determined by averaging all scores.

Percentile - The percentage of students who scored lower. The 50th percentile means 50% of the national norm group made a lower score.

Grade Equivalent (GE) - The grade and month of school in which a score would be made by an average student. A year is divided into tenths; nine-tenths for the nine months of instruction and one-tenth for the three months of the summer. Example: 7.3 is the score made by an average student in the third month of grade seven.

Normal Curve Equivalent (NCE)- The scores that result when the normal curve is divided into 99 equal units. The mean is 50.

Composite Score - The combination of the scores of all the subjects. It is only computed for students who took all the tests.

Higher Order Thinking Skills (HOTS) - Cognitive functions that are more complex than mere recognition of information. Reporting as number correct.

NAPT and ITBS Administered in AISD

Students in grades 1 and 2 took these Iowa Tests of Basic Skills (ITBS) subtests:

Word Analysis
(letter and word sounds),
Vocabulary,
Reading Comprehension,
Mathematics
- Concepts,
- Problems,
- Computation, and

Language Skills
(Spelling).

Students in grades 3-8 took these NAPT sub tests:

Vocabulary,
Reading Comprehension,
Language Skills
- Spelling
- Capitalization
- Punctuation
- Usage of Standard English

Mathematics
- Concepts,
- Problems,
- Computation.

Social Studies
Science

Students in grades 9-11 took these NAPT subtests:

Vocabulary,
Reading Comprehension,
Written Expression
Mathematics
- Concepts and Problem Solving,
- Computation.

Social Studies
Science

TAAS/TEAMS Administered in AISD

Students in grades 3, 5, 7, 9, and 11 (exit level) took the Texas Assessment of Academic Skills (TAAS) in:

Writing,
Reading, and
Mathematics.

Students who are still eligible to take the TEAMS are tested in:
Mathematics and
Language Arts.

Reporting by Ethnicity

TAAS/TEAMS and NAPT scores are reported for Native American, Asian, African American, Hispanic, and White students using the format and scores provided by the Texas Education Agency. Total scores include all five ethnicities.

Comparisons with the NRT from 1980 collapse White, Asian, and Native American into the category of Other.

Annual Report on Student Achievement 1991-92

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Authors: Evangelina Mangino, Natalie Rodgers, Barbara Wiser

Program Description

Systemwide Testing Program:

- 23,000 students in grades 3, 5, 7, 9, and 11 took the Texas Assessment of Academic Skills (TAAS) in October 1991.
- 151 students in grades 11 and 12 (exit-level) took the Texas Educational Assessment of Minimum Skills (TEAMS) in October 1991 and/or April 1992.
- 10,313 students in grades 1 and 2 took the ITBS in April 1992.
- 42,765 students in grades 3 through 11 took the Norm-Referenced Assessment Program for Texas (NAPT) for a valid score in April 1992.

Other tests administered districtwide and reported only at the individual student level are:

- Computer Literacy Test (grade 6),
- TAAS practice tests (grades 2, 4, 6, and 7), and
- End-of-basal tests (grades 3, 4, 5, 6).

Recommendations

1. Strengthen curriculum in mathematics in grades 6-9, primarily in computation, and reading in grades 6-7.
2. Implement writing programs at all grade levels with strong emphasis on support and evaluation, organization and structure, and using correct purpose and mode (following directions).
3. Continue efforts directed towards closing the achievement gap between minority and nonminority students.

Major Findings

1. AISD's high school graduates continue to excel on college entrance examinations.
   a. AISD had 37 National Merit Scholarship finalists--4.6 times the number that is average for a district this size.
   b. SAT scores for AISD seniors (929) averaged above those of the state (876) and the nation (899).
2. AISD students score near the state averages, above urban averages, and continue to rise in the percentage who demonstrate mastery on the TAAS.
   a. For the seventh year in a row, AISD students ranked number one among the eight urban districts on the exit-level, state-mandated, criterion-referenced tests (TEAMS, TAAS).
   b. In comparison to Texas urban averages, AISD's TAAS mastery percentages are higher in all areas.
   c. In comparison to state averages, AISD's TAAS mastery percentages are higher in 8 areas, the same in 4, and lower in 8.
   d. Out of 2,933 potential high school graduates, 97.9 % (all except 64) passed all sections of the Exit-Level TAAS/TEAMS.
3. AISD is an urban district whose students generally score above the national average on standardized achievement tests and continue to improve annually.
   a. In 1991-92, 45 out of 53 AISD average test scores were at or above the 50th percentile (the national average).
   b. AISD scored higher than the state in all grades on the NAPT and ranks number one among the Urban 8 on the NAPT composite score at all grades tested.
   c. Lowest achievement scores are in mathematics at grades 6-9 and reading at grades 4, 6, 7, and 9.
   d. In general, African American and Hispanic student achievement continued the eleven-year trend of improving at a faster rate than that of all other students on the ITBS and NAPT achievement tests, thus continuing to close the gap between minority and nonminority students.

Budget Implications

Mandate: Federal, state, and local

Funding Amount: $270,736,884
AISD Budget

Funding Source: Federal, state, property tax, and other sources.

Implications: Data collected through achievement testing are used for the evaluation of the overall instructional program in AISD as well as for the evaluation of specific programs. The Systemwide Testing Program coordinates testing at all grades with the following advantages to the District:

- Reducing teachers' and other campus staff's time performing test-related activities (e.g., locating and processing demographic information on the answer sheets),
- Reducing or eliminating errors in the achievement test files and reports,
- Converting prior test data into current norms and criteria to make comparisons possible, and
- Analyzing and interpreting test results and trends so they can be utilized by program staff and decision makers in the District.

91 AISD Test Results at a Glance

Percentage of Students Mastering the TAAS

(October 1990 and 1991 -- Non-Special Education Students Only)

	Writing		Reading		Mathematics		Passed All	
	1990	1991	1990	1991	1990	1991	1990	1991
Grade	ME	ME	ME	ME	ME	ME	ME	ME
3	64	61	80	81	82	87	57	57
3S	56	54	74	65	82	83	50	42
5	76	77	63	63	56	58	46	48
7	56	57	44	49	46	47	32	35
9	48	51	62	60	39	40	30	30
11	77	80	79	77	63	60	54	53

S = Spanish TAAS
ME = Met Minimum Expectations

NOTE: 1990 percentages have been revised to show 70% mastery so a comparison can be made with the 1991 percentages at 70% mastery.

ITBS/NAPT, 1991-92

(Percentile of the Mean NCE - 1991 Norms)

	Mathematics		Reading		Language		Composite	
Grade	91	92	91	92	91	92	91	92
1	64	57	52	52	59	63	64	64
2	72	70	62	59	61	63	69	68
3	59	64	58	59	72	66	63	68
4	58	54	53	50	63	60	58	61
5	57	57	53	52	62	61	57	65
6	49	49	46	46	54	54	48	56
7	46	47	48	47	57	56	50	50
8	47	48	52	52	61	62	54	54
9	48	42	53	50	54	56	54	53
10	58	56	62	58	59	57	62	60
11	60	51	62	55	62	58	63	57

SAT Scores, 1987-1992 Graduates

	Verbal					Mathematics					1992
	88	89	90	91	92	88	89	90	91	92	Percent Tested
AISD	442	439	439	432	435	489	491	489	490	494	55
Texas	417	415	413	411	410	462	462	461	463	466	44
Nation	428	427	424	422	423	476	476	476	474	476	42

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What is the Texas Assessment of Academic Skills (TAAS)?

The TAAS tests are criterion-referenced tests (CRT). A CRT is designed to measure a well-defined set of skills and to reference the student's score to a mastery criterion for that set of skills. In the case of the TAAS, the skills measured are a subset of the Essential Elements adopted by the State Board of Education.

A basic skills assessment program has been mandatory in Texas since 1980. This program has been implemented in five-year cycles. The first cycle consisted of the administration of the Texas Assessment of Basic Skills (mathematics, reading, and writing) to students in grades 3, 5, and 9, from 1980-81 to 1984-85. The second cycle consisted of the administration of the Texas Educational Assessment of Minimum Skills to grades 1 (1985-86 to 1988-89), 3, 5, 7, 9, and 11 (1985-86 to 1989-90). Mastery of the 11th-grade (Exit-Level) TEAMS became a requirement for graduation for all students receiving a high school diploma from Texas public schools in 1985-86. Because of this, students at grades 11 and 12 were allowed to continue taking the test every time the test was offered until they demonstrated mastery.

School year 1990-91 was the first year of the third testing cycle and it consisted of the administration of the TAAS to students in grades 3, 5, 7, 9, and 11. According to the Texas Education Agency (TEA), the focus of the TAAS represents a shift from an assessment of minimum skills to an assessment of academic skills.

> " The scope of the content eligible for testing has been broadened to include a more comprehensive assessment of the instructional targets delineated in the essential elements. The TAAS tests assess higher-order thinking skills and problem-solving ability."

In 1990-91 the TAAS test passing criteria was 60% of the items correct for grades 7, 9, 11 (exit level) and 65% for grades 3 and 5. In 1991-92 the passing criteria was increased to 70% for all grades. The passing criteria is set by the State Board of Education (Attachment 1).

The first two years the TAAS test included writing, reading, and mathematics for grades 3, 5, 7, 9, and 11 (Exit-Level). In 1992-93, the TAAS testing cycle will be shifted from fall (grades 3, 7, and 11) to spring (grades 4, 8, 10). In the spring, 1993 science and social studies will be added to grades 4 and 8. In 1994-95 other subtests such as end-of course tests in algebra, biology, computer science, and five more tests will be added to the high school test, computer literacy at grade 8, and physical fitness/health at grades 4 and 8. Mastery of the exit-level test at grade 11 continues to be a requirement for graduation.

How Did AISD Students Perform on the TAAS?

TAAS results for the second year of the testing cycle can be best interpreted in relation to statewide scores and scores of the other seven urban districts in Texas. Figure 1 presents a summary of these comparisons. In general, AISD performs higher than the urban average and above or at the state level.

Figure 1
AISD TAAS Results in Comparison to the Urban 8 and Texas

	Urban 8		Texas	
	Minimum	Mastered All	Minimum	Mastered All
AISD is:				
Higher	20	20	8	11
The Same	0	0	4	5
Lower	0	0	8	4

NOTES:
- All TAAS comparisons presented in this report were done with scores for non-special education students unless otherwise indicated. TEA uses non-special education student results for identifying exemplary schools and schools in need of improvement.
- The twenty comparisons analyzed are writing, reading, mathematics, and all tests taken at grades 3, 5, 7, 9, and 11.

AISD continues to outscore the Urban 8 and Texas in the exit-level test as was the case with the TEAMS for five years. Figure 2 shows the rank of AISD among the Urban 8 in Writing, Reading, Mathematics, and ALL TESTS TAKEN. A table including percent mastery for AISD, the Urban 8, and Texas, by ethnicity is presented in Attachment 2.

Figure 2
AISD Ranks Among the Urban 8
TAAS 1991-92

GRADE	WRITING	READING	MATHEMATICS	PASSED ALL TESTS TAKEN
3	2	2	1	2
5	2	2	2	2
7	2	1	2	1
9	4	1	1	2
11	1	1	1	1

Figure 3 presents the October 1991 TAAS scores for AISD, the Urban 8, and Texas. In AISD, the highest areas of achievement in terms of difference from state averages are all areas at grade 11, reading at grade 9, and mathematics at grade 3. The highest areas of achievement in terms of rank among the Urban 8 are all areas at grade 11, reading and mathematics at grade 9, reading at grade 7, and mathematics at grade 3.

The lowest areas of achievement in terms of difference from the state averages are writing at grade 9 and mathematics at grades 7 and 9. The lowest area of achievement in terms of rank among the Urban 8 is writing at grade 9.

A separate section of this report presents the scores for the writing samples and a summary of the analytic scoring of the papers with a failing score. Results by campus are presented in Attachment 9 of this report.

Figure 3
Percentage of Students with Academic Mastery in the 1991-92 TAAS in AISD, the Eight Urban Districts, and Texas Non-Special Education Students

Grade	Number Tested in AISD	Writing			Reading			Mathematics			Passed All*		
		AISD	U8	TX	AISD	U8	TX	AISD	U8	TX	AISD	U8	TX
3	4812	61	54	63	81	74	81	87	79	85	57	48	57
5	4416	77	70	77	63	52	62	58	48	58	48	37	47
7	4014	57	49	59	49	38	50	47	40	51	35	26	36
9	4514	51	50	62	60	48	59	40	31	44	30	23	36
11	2966	80	71	78	77	65	72	60	47	57	53	39	49

Percentage of Students with Academic Recognition

Grade	Number Tested in AISD	Writing			Reading			Mathematics			Passed All*		
		AISD	U8	TX	AISD	U8	TX	AISD	U8	TX	AISD	U8	TX
3	4812	16	13	18	56	45	54	38	29	35	10	7	11
5	4416	22	16	22	21	14	19	18	12	16	6	3	5
7	4014	19	13	19	10	6	9	10	6	10	3	2	3
9	4514	10	9	13	26	16	25	10	6	10	3	2	4
11	2966	25	15	22	32	22	27	21	11	16	9	4	6

In comparison to 1990-91 (with tests scored with the 1991-92 criteria), the percentage of students mastering all tests taken is higher at grades 5 and 7, the same at grades3 and 9, and lower at grade 11 (Figure 4). The State Commissioner of Education has established a goal of 90% mastery of all tests taken. Much work is needed at State and district level to reach this goal.

Figure 4
TAAS 1990-91
All Students
All Tests Taken

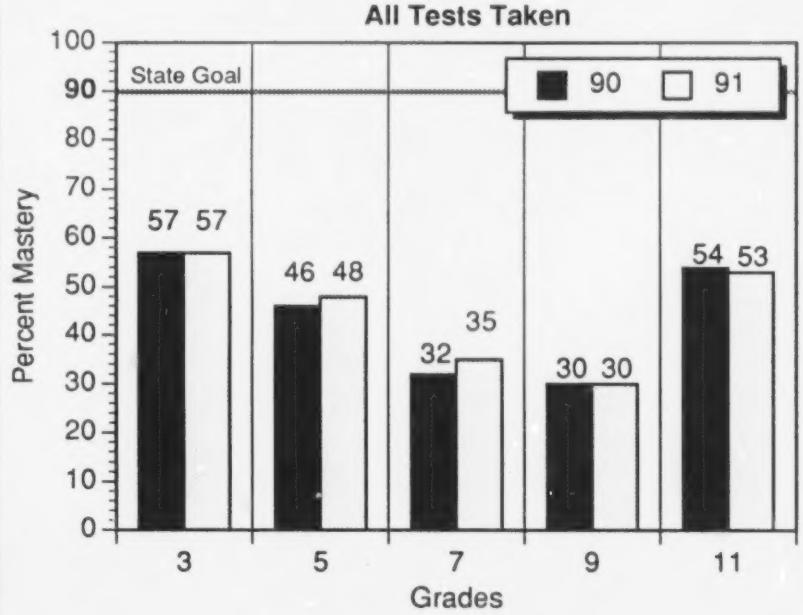
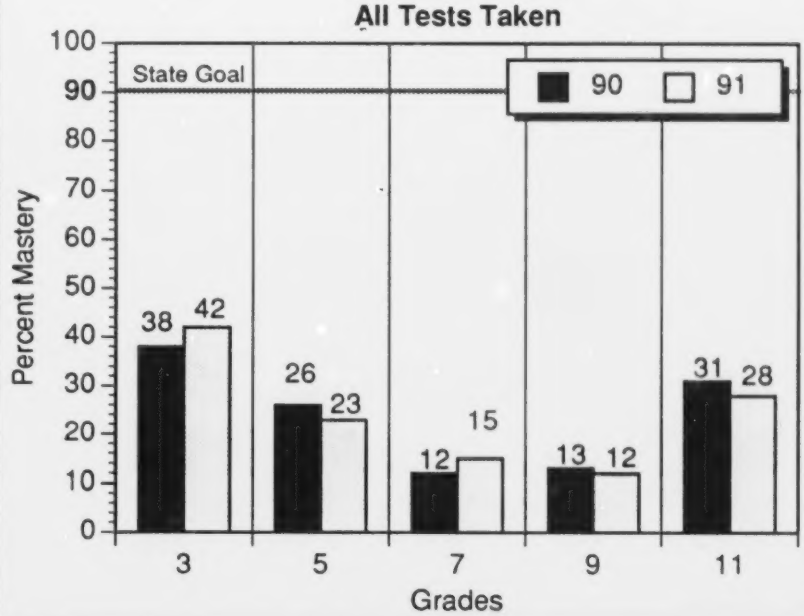


Figure 5
TAAS 1990-91
African American
All Tests Taken



How Did AISD Students Perform by Ethnicity on the 1990-91 TAAS?

TAAS results in AISD follow the statewide pattern of achievement among the ethnic groups. White students achieve higher than both minority groups, while Hispanic students perform generally better than African American students. Figure 4 presents the results for all students for ***All Tests Taken.*** The results for each of the subject areas follow similar patterns and are presented in Attachment 3.

Figures 5, 6, and 7 show the results by ethnicity for ***All Tests Taken.***

The 1990 results have been revised to show 70% mastery.

Figure 6
TAAS 1990-91
Hispanic
All Tests Taken

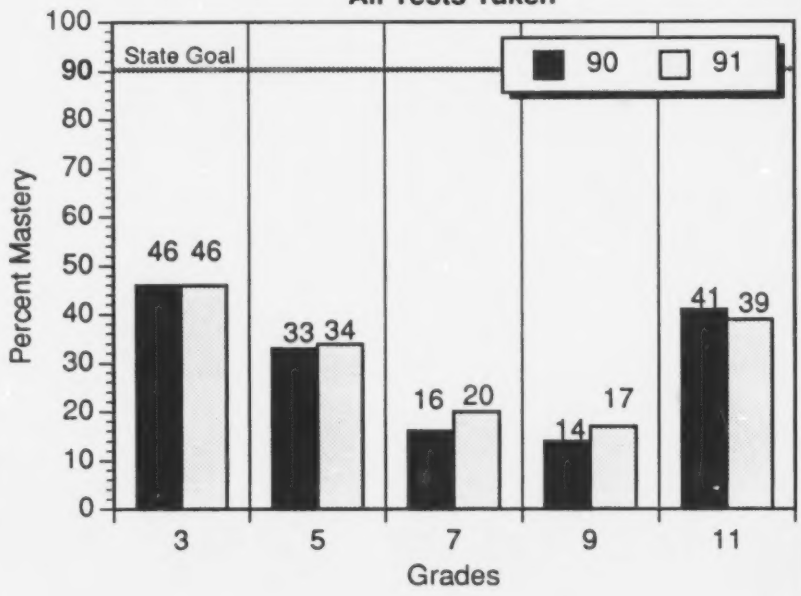
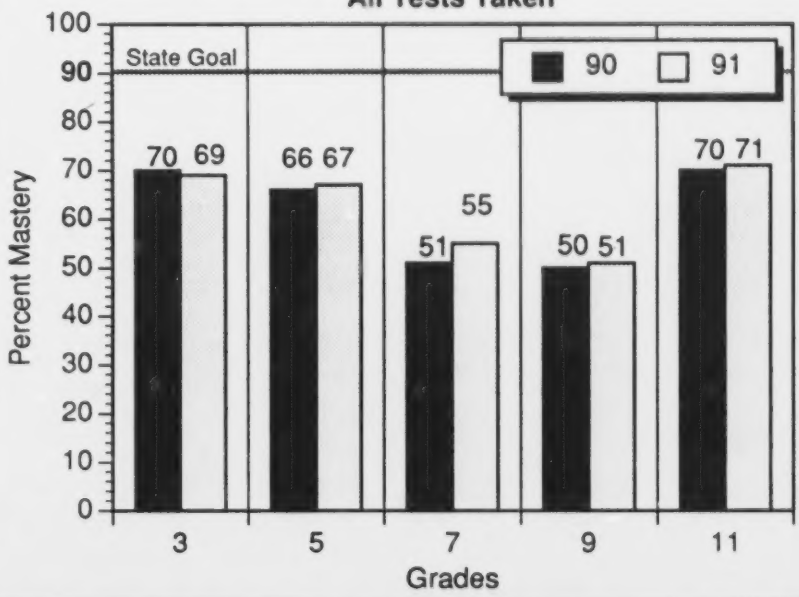


Figure 7
TAAS 1990-91
White
All Tests Taken



The 1990 results have been revised to show 70% mastery.

How Did AISD Students Perform on the TAAS Written Composition?

The Exit-Level TAAS includes a written composition test that must be passed before a student can obtain a high school certificate. Figure 8 presents the written composition scores for students in all grades tested in AISD and Texas.

Figure 8-All Students
TAAS October 1991 Written Composition Scores

(Percentage of Students Obtaining Each Score)

	Failing Scores				Passing Scores					
	0		1		2		3		4	
Grade	AISD	Texas	AISD	Texas	AISD	Texas	AISD	Texas	AISD	Texas
3	0	0	21	20	59	57	18	20	2	3
5	0	0	11	10	52	52	34	35	3	3
7	1	0	18	14	46	45	28	33	8	8
9	1	1	37	23	38	37	20	33	3	6
11	0	0	15	15	39	45	39	36	6	4

Figure 9-All Students
Reasons for Failing the Written Composition
TAAS October 1991

	Grades									
Deficiency	3		5		7		9		11	
	#	%	#	%	#	%	#	%	#	%
Lacked support and/or elaboration:	995	93	402	78	677	89	1,695	96	444	97
Used wrong purpose/mode:	132	12	208	40	108	14	261	15	59	13
Lacked organization or structure:	220	21	83	16	158	21	486	28	93	20
Lacked language control:	48	5	37	7	3	0	65	4	33	7
No writing attempted:	9	1	7	1	19	2	42	2	9	2
Wrote off topic:	3	0	0	0	4	1	5	0	0	0
Other:	5	0	2	0	1	0	9	1	1	0

Written compositions (scores 0 or 1) are scored analytically to determine specific deficiencies. Figure 9 is a summary of the analytic scoring results for the October 1991 TAAS.

Note: Some students are counted in more than one deficiency category, thus the totals add to more than 100%.

Exit Level

The class of 1991 was the last class to graduate under the TEAMS requirements. Students who became juniors between September 1985 and September 1989 had to master the mathematics and the language arts sections of the Exit-Level TEAMS before receiving a high school diploma. Students not mastering the Exit-Level TEAMS on the first attempt were required to take the test as many times as necessary to demonstrate mastery. These students were strongly encouraged to participate in remedial education programs offered in AISD, designed to prepare them to pass the test. Results of the five years of the Exit-Level TEAMS indicate that AISD students pass the test at a higher rate than students in the State as a whole.

The group of students taking the Exit-Level TEAMS this year is considerably smaller and different than in previous years. Because most of these students are being retested, their results can only be compared to the results of students retested in the past. Figure 10 shows the results for the students retested in October 1991, in comparison to October 1990. The results are presented in terms of the number of students who ***have not met mastery*** and, therefore cannot receive a high school diploma.

Figure 10
Exit-Level TEAMS
All Students

			Non-Mastery	
Year	Subject	#Tested	Number	Percent
Oct. 1990	Mathematics	520	239	46%
	Language Arts	405	96	24%
Oct. 1991	Mathematics	65	50	77%
	Language Arts	30	18	60%

Figure 11
1991-92 Exit-Level TAAS
All Students

Subject	#Tested	*Non-Mastery* Number	Percent
Students tested in AISD in October 1991			
Writing	3376	812	24%
Reading	3177	792	25%
Mathematics	3353	1465	44%
Students tested in AISD in April 1992			
Writing	995	448	45%
Reading	1013	541	53%
Mathematics	1590	948	60%

The 1990-91 junior class was the first class to graduate with the TAAS requirement. For the next five years, mastery of the Exit-Level TAAS is required for graduation from a Texas public school. The District is required to offer remedial courses and programs to all the students who fail the TAAS. Students not mastering the TAAS are encouraged to register in those courses and programs. Figure 11 shows the number of students who failed the TAAS and, therefore will have to retake it and pass it before they can receive a Texas high school diploma.

The students who did not master the 1991-92 TAAS must take it again. The passing criteria is 70% of the items correct for all tests at all grades. In 1990-91 the passing criteria for the Exit-Level TAAS was 60% of the items correct. The State Board of Education sets the passing criteria for the TAAS.

How Many AISD Students Were Denied a Diploma Because They Did Not Pass the Exit-Level Test?

64 out of 2,933 potential graduates

In AISD, of the 2,933 potential graduates who were required to take the Exit-Level TAAS or TEAMS and who completed all other requirements for graduation, 64 were denied a diploma. Out of these 64 students, 59 did not pass the Exit-Level TAAS because they did not meet the exit-level test requirements. Five students were required to take the TEAMS. Approximately 3% of the graduates were not required to pass the TAAS because they were exempt (special education).

Figure 12 presents a profile of the 59 students who were denied a diploma because they did not master one or more sections of the Exit-Level TAAS. This year, for the first time, several students who completed all other requirements for graduation were under age (under 17).

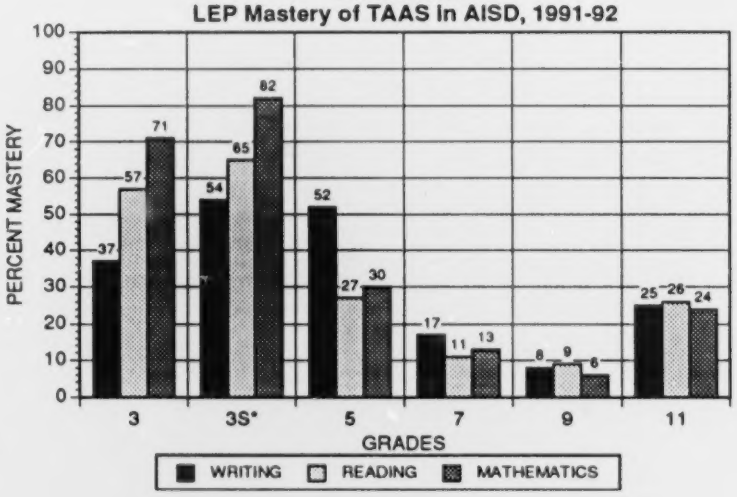
Figure 12
Profile of Students Not Graduating Because of Lack of TAAS Mastery

Age:	9	- 17 years old or younger
	46	- 18-19 years old
	4	- 20-21 years old
Sex:	35	- female
	24	- male
Ethnicity:	24	- Hispanic
	19	- African American
	7	- Asian
	9	- White
English Proficiency:	9	- Limited-English Proficient (LEP)
Number of Attempts:	35	- 4 attempts
	9	- 3 attempts
	10	- 2 attempts
	5	- 1 attempt
Continuous Enrollment in AISD:	34	- 5 or more years
	10	- 3-4 years
	14	- 1-2 years
	1	- 1 semester
Areas not Mastered:	23	- Writing
	17	- Reading
	28	- Mathematics
	4	- All sections

How Did Limited-English-Proficient (LEP) Students Perform on the TAAS?

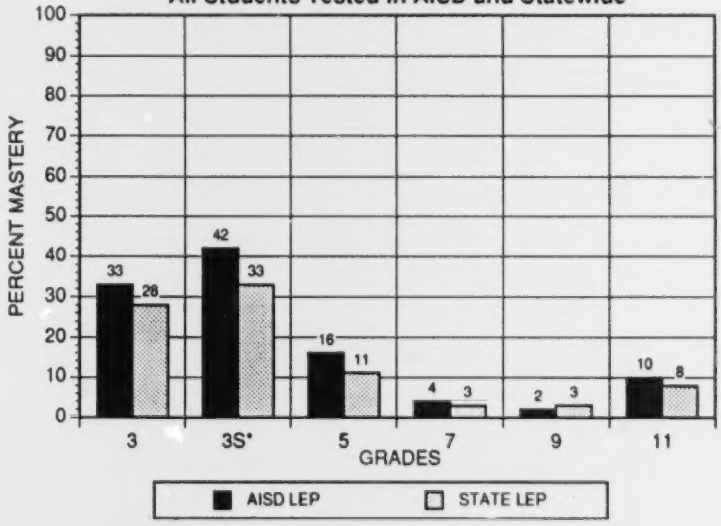
As shown in Figure 13 below, the greatest percentage of students mastering the TAAS in AISD occurred at grade 3. The lowest percentage mastering occurred at grades 7 and 9 for LEP and non-LEP students.

Figure 13
All Students
LEP Mastery of TAAS in AISD, 1991-92



In Figure 14 below, AISD LEP students are compared to LEP students statewide. At all grade levels except grade 9, a greater percentage of AISD LEP students mastered all TAAS tests taken than did LEP students statewide.

Figure 14
LEP Students
All Students Tested in AISD and Statewide



3S*=Grade 3 Spanish

What Are the NAPT and ITBS?

Sections 21.551 and 21.559 of the Texas Education Code directed the state to administer, score, and report the results of a nationally standardized norm-referenced test in grades 3-11 beginning with the 1991-92 school year. The State Board of Education authorized a contract with the Riverside Publishing Company to establish the Norm-Referenced Assessment Program for Texas (NAPT). The NAPT and the Iowa Tests of Basic Skills (ITBS) are norm-referenced tests (NRT's). NRT's are designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRT's (e.g., percentiles and grade equivalents) compare a student's performance with that of a nationwide sample of students at the same grade. Definitions of these key words appear on the inside cover of this report.

In order to determine how a school district performs in comparison to the nation, national norms provided by the test publishers are used. The most accurate comparisons are made with the most current norms available. This year, NAPT and ITBS scores are based on 1991 norms.

Students in AISD have taken the ITBS (grades 1-8) since 1979-80 and the TAP (grades 9-12) since 1983-84. For the past 13 years (ITBS) and 9 years (TAP), students in AISD have been tested in reading and mathematics at all grades, language arts at grades 1-8 (spelling only in grades 1 and 2), written expression at grades 9-12, word analysis (1-2), work-study skills (3-8), using sources of information (9-12), and social studies and science (9-12). The ITBS continues to be administered at grades 1 and 2 in AISD.

NAPT for 1991-92 includes reading and mathematics at all grades, language arts at grades 3-8, written expression at grades 9-11, and social studies, and science at all grades. Plans presented by the State Agency and the State Board call for a reduction of testing with the NAPT to require only reading and mathematics for the next four years of the testing cycle.

From 1989-91, achievement at all grades was reported in terms of 1988 norms. *All previous achievement in AISD has been converted to 1991 norms and percentile of mean NCE.* This conversion allows for comparisons of achievement from year to year using the same standards. Therefore, changes in achievement as presented in this publication have been adjusted to minimize changes attributable to differences in norming years.

ITBS/NAPT and TAP/NAPT Changes Over Time

Longitudinal Trends

Achievement in AISD, as measured by the ITBS and TAP and now NAPT, has risen since the baseline years (1979-80 and 1983-84).

Minority student achievement averages have risen at a substantially higher rate than nonminority student averages. While the achievement scores of nonminority students have increased, the achievement of both African American and Hispanic students has increased at a higher rate, thus narrowing the achievement gap between these groups of students. Figures 15 through 19 present the gains in grade equivalents for the three groups.

Figure 15
Composite Score Changes From 1980 to 1992
ITBS/NAPT Grade Equivalent Gains in 1991 Norms

Grade	African American	Hispanic	Other
1	.4	.4	.3
2	.7	.5	.4
3	.9	.6	.7
4	.8	.7	.5
5	.9	1.0	.9
6	1.0	1.1	1.2
7	1.2	1.3	1.1
8	1.7	1.6	1.2

Figure 16
Composite Score Changes from 1984 to 1992
NAPT/TAP Grade Equivalent Gains in 1991 Norms

Grade	African American	Hispanic	Other
9	.4	.4	.1
10	1.1	.8	.6
11	.4	1.0	.4

Figure 17
African American Students
Composite Score Changes Over Time
Grade Equivalents: 1991 Norms

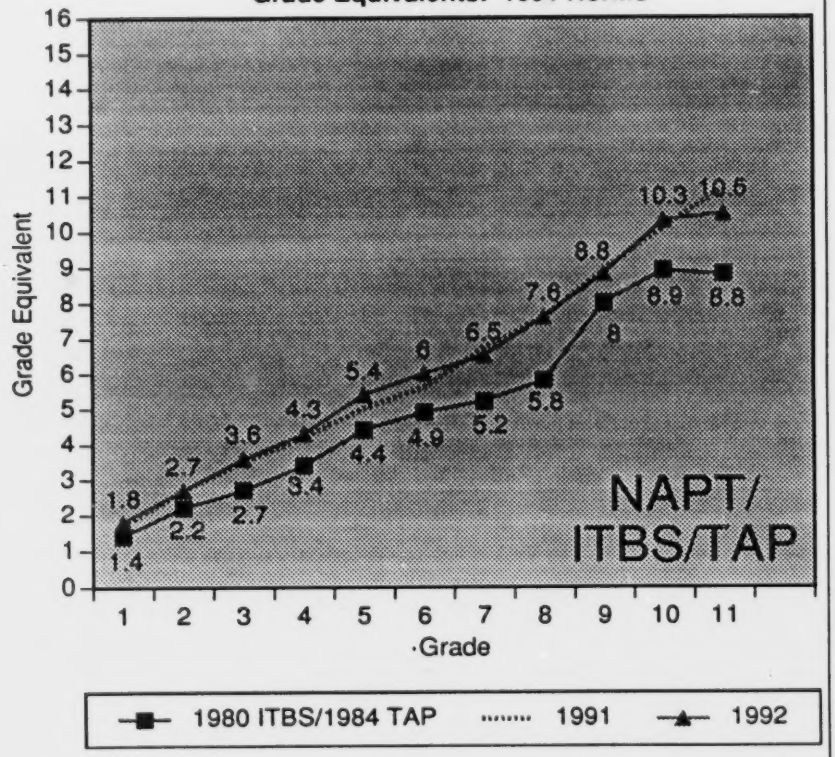


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Figure 18
Hispanic Students
Composite Score Changes Over Time
Grade Equivalents: 1991 Norms

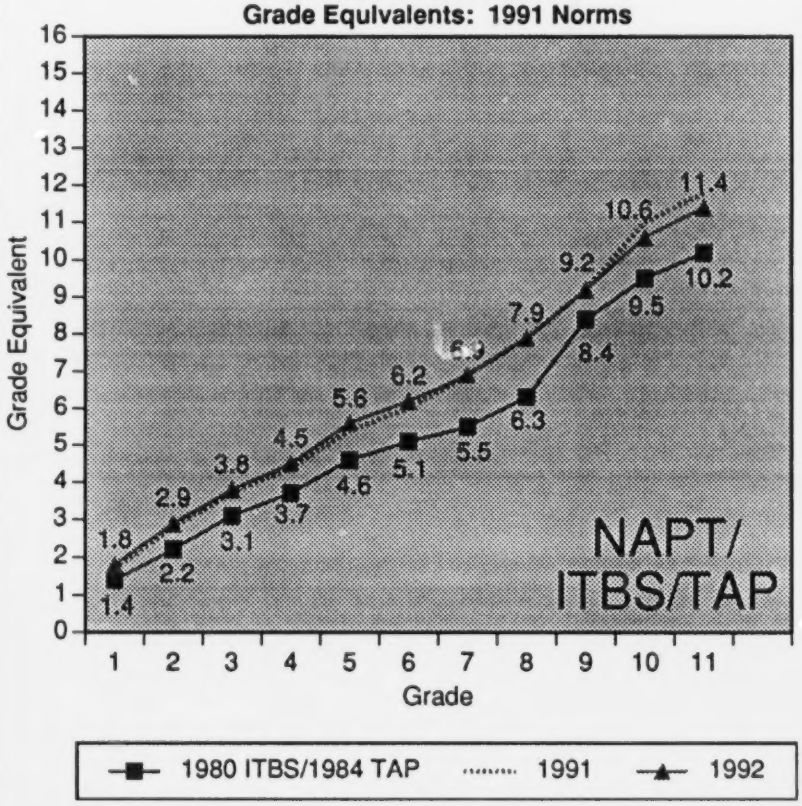

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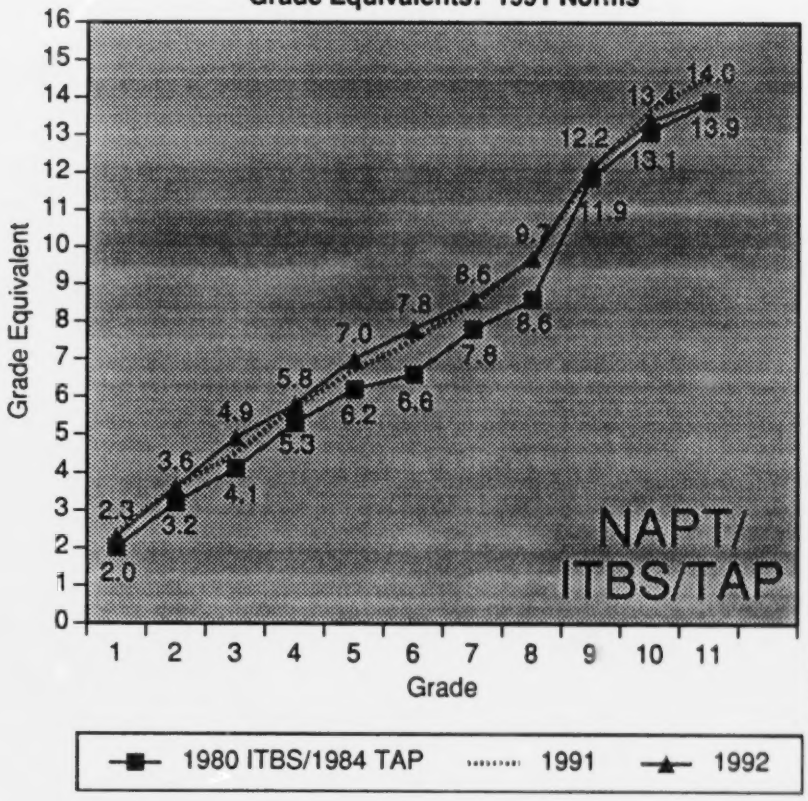
Figure 19
Other Students
Composite Score Changes Over Time
Grade Equivalents: 1991 Norms



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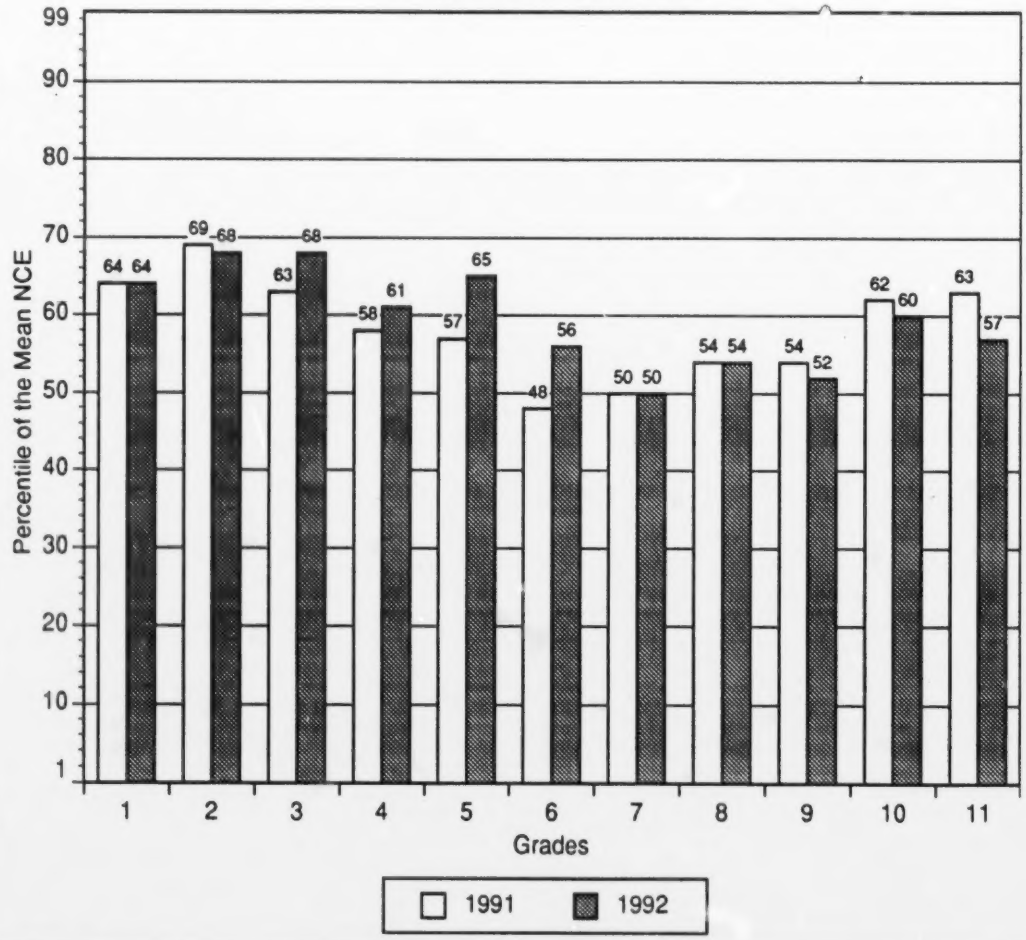
How Does 1992 Student Achievement Compare to 1991?

Although a direct comparison of 1991 scores on the ITBS/TAP and 1992 scores on the NAPT would not be valid, scores from 1991 have been recalculated to allow comparisons. The recalculated scores were obtained by using 1991 norms (as used by 1992 NAPT) and calculating the percentile for the mean NCE (The State Agency used this statistic to report NAPT results). Because every time a score is converted to a different set of norms an unknown amount of error is introduced, interpretations and decisions made based on the comparisons presented below must be made with caution.

Figure 20
NRT Changes for AISD
Composite Scores 1991-1992



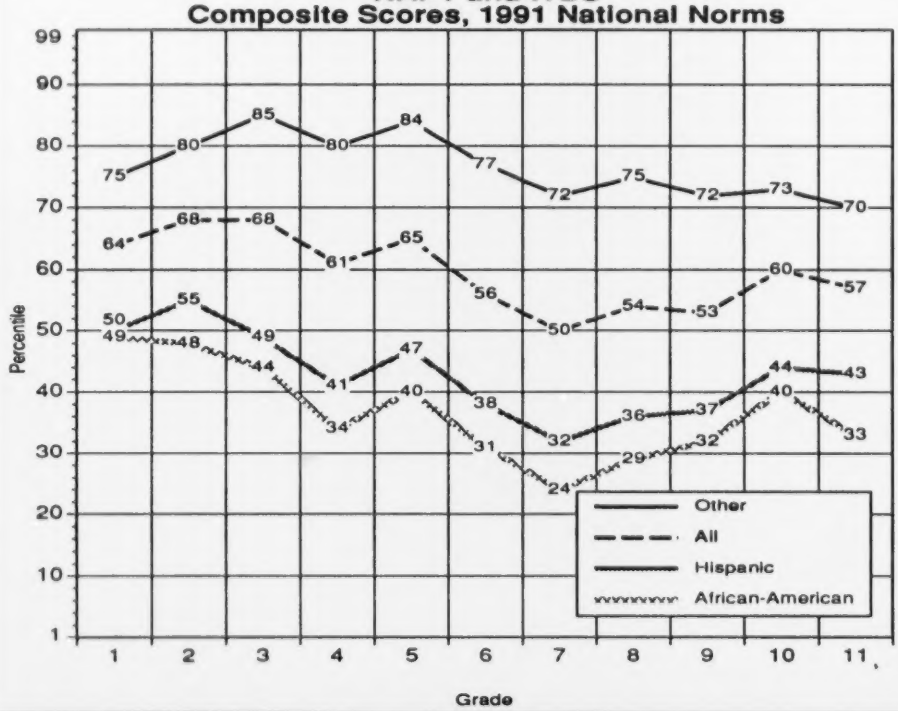
How Does AISD Student Achievement Compare to the National Average?

There are 53 possible comparisons of NAPT/ITBS scores--ITBS in two grades and four subject areas and NAPT in nine grades and five subject areas. In 1991-92, 45 out of 53 possible comparisons were at or above the 50th percentile, the national average (Figure 22). Figure 21 is a summary showing the grades at which the students obtained the highest scores and the lowest scores.

Figure 21
Highest and Lowest Performance on NAPT and ITBS for All Students Tested

	Highest Averages	Lowest Averages
	Grades	Grades
Mathematics	2, 3	6, 7, 8, 9
Language	3, 4, 5, 8	--
Written Expression	--	--
Reading	--	6, 7
Word Analysis	1, 2	--
Social Studies	3, 6, 11	7, 8, 9
Science	3, 5, 6, 9, 10, 11	--

Figure 22
Percentiles of the Mean NCE 1992 NAPT and ITBS Composite Scores, 1991 National Norms



How Did Minority Students Perform on the NAPT and ITBS?

Minority student achievement is below the AISD average at all grades and paralleling state and national trends in achievement, is generally below the national average (see Figure 22). However, some minority students score in the highest ranges of the NAPT and ITBS, above the average for nonminority students in AISD. Figures 23 and 24 show the highest and lowest averages for minority groups in AISD.

Figure 23
Highest and Lowest Performance on ITBS/NAPT for Hispanic Students

Hispanic Students

	Highest Averages	Lowest Averages
	Grades	Grades
Mathematics	2	8, 9, 11
Language	1, 2, 3, 5, 8	--
Reading	--	6, 7, 9
Social Studies	11	7, 8, 9
Science	5, 10, 11	--
Word Analysis	1	--

Figure 24
Highest and Lowest Performance on ITBS/NAPT for African American Students

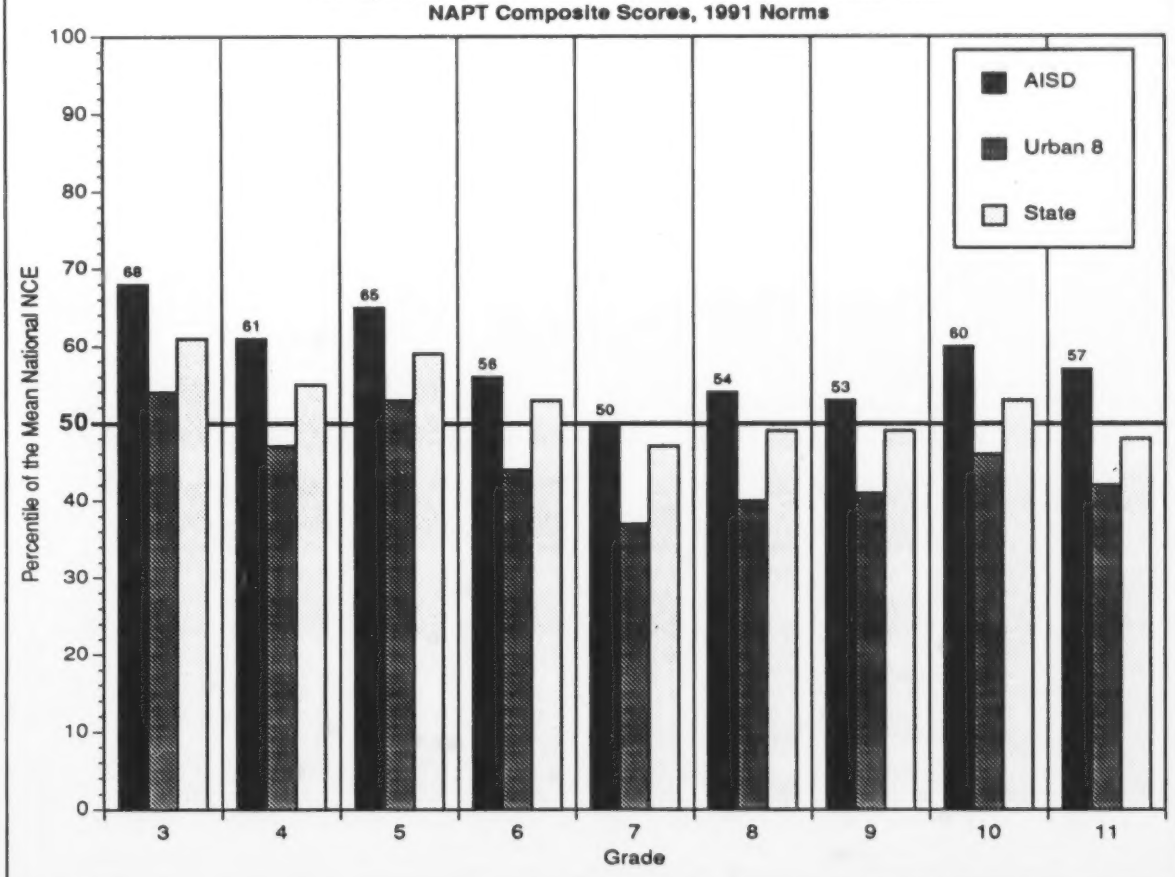
African American Students

	Highest Averages	Lowest Averages
	Grades	Grades
Mathematics	2	6, 7, 8, 9, 11
Language	1, 2, 3, 5	--
Reading	--	6, 7, 9
Social Studies	--	7
Science	5, 10	--
Word Analysis	1	--

How Does Student Achievement Compare to the State and Urban 8?

Composite scores on the NAPT in grades 3-11 are well above the State and Urban 8 averages. Composite scores are at or above the 50th percentile in all grades. In 45 comparisons of tests by grade, AISD ranked number one among the Urban 8 in 37 comparisons and number two in eight comparisons. (see Figure 25 and Attachment 6).

Figure 25
AISD, Urban 8 and State Percentiles of the Mean NCE 1992
NAPT Composite Scores, 1991 Norms



Achievement of Limited-English-Proficient (LEP) Students

Two-Year Trends

This section presents the results of LEP students on the ITBS and NAPT. AISD has LEP students representing 59 different language backgrounds. The largest language groups represented are Spanish and Vietnamese. Results for these students are presented here.

Total LEP enrollment as of June 1992 was 6,129. There were 1,612 LEP students tested in spring of 1992.

Of those tested:

- 45% of Spanish-speaking and 87% of Vietnamese-speaking students are listed as dominant in their home language.
- Over one third of the Spanish-speaking students and 29% of the Vietnamese-speaking students were served in bilingual programs. Over one half of Spanish-speaking students (55%) and Vietnamese-speaking students (62%) were served in ESL programs.

NOTE: Because this is the first year of NAPT, gains were calculated based on ITBS scores in spring 1991. Therefore, these gains must be viewed cautiously.

Figure 26
Characteristics of Spanish-Speaking LEP Students Tested With the NAPT

Number Tested = 1,472

Years in AISD:	
1	8%
2-3	17%
4-5	31%
Over 5	44%
Dominant In:	
Other Language (A, B)	45%
Balanced (C)	25%
English (D, E)	30%
Programs:	
Bilingual	36%
ESL	55%
LAMP	5%
Special Education	1%

Spanish-Background LEP Performance

Spanish-speaking LEP students in 1991-92 scored:

- Highest in mathematics at 9 of 11 grades (except grades 3 and 4 where language was highest), and
- Lowest in reading at all grades (except first where language was lowest).

Gains between spring 1991 and spring 1992 for students with Spanish language backgrounds in grades 1-11, exceeded 1.0 grade equivalents (GE):

- At 6 of 11 grades in language,
- At 1 of 11 grades in reading, and
- At 2 of 11 grades in mathematics.

Language showed stronger gains above 1.0 GE than mathematics or reading. Grade levels that appear to need extra attention include 1, 4, 6, and 8 with gains of less than 1.0 in all three subject areas.

Vietnamese-Background LEP Performance

Trends in the Vietnamese data must be interpreted cautiously, especially by grade, because the number of students tested is quite small. Changes could be the result of individual fluctuations rather than group differences. In spring 1992, students from grades 2 through 11 scored (Attachment 7):

- Highest in mathematics at 5 of the 10 grades,
- Highest in language at 5 of the 10 grades, and
- Lowest in reading at 9 of the 10 grades.

Gains between spring 1991 and spring 1992 for Vietnamese-speaking students in grades 2-11 exceeded 1.0 grade equivalents (GE):

- At 8 of 10 grades in language,
- At 7 of 10 grades in reading, and
- At 9 of 10 grades in mathematics.

Vietnamese-speaking LEP students at grades 2, 5, 6, 7, and 8 made gains of more than 1.0 GE in all three subject areas.

Figure 27
Characteristics of Vietnamese-Speaking LEP Students Tested With the NAPT

Number Tested = 52

Years in AISD:	
1	23%
2-3	33%
4-5	17%
Over 5	27%
Dominant in:	
Other Language (A, B)	86%
Balanced (C)	8%
English (D, E)	6%
Programs:	
Bilingual	29%
ESL	62%
Special Education	2%

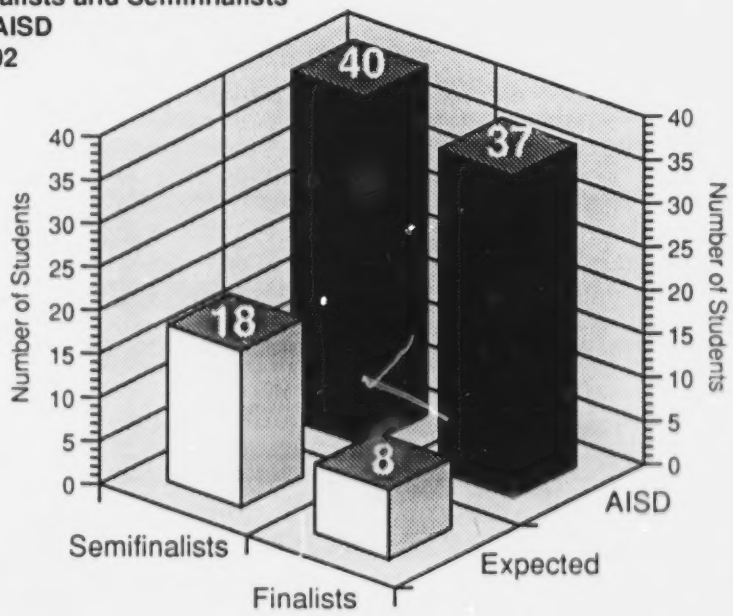
SAT I

PSAT I

How Did AISD Students Compare to Others Taking College Admission Tests?

- AISD seniors who take the Scholastic Aptitude Test (SAT) score higher than do students nationwide and statewide.
- AISD had 37 National Merit Scholarship finalists in 1992. This represents 4.6 times the expected number for a district of this size.
- AISD had 40 National Merit Scholarship semifinalists in 1992. This represents 2.2 times the expected number for a district this size (Figure 28).
- AISD showed a marked increase in the number of finalists and semifinalists from 1991 (Figure 29).

Figure 28
National Merit Scholarship Finalists and Semifinalists in AISD 1992

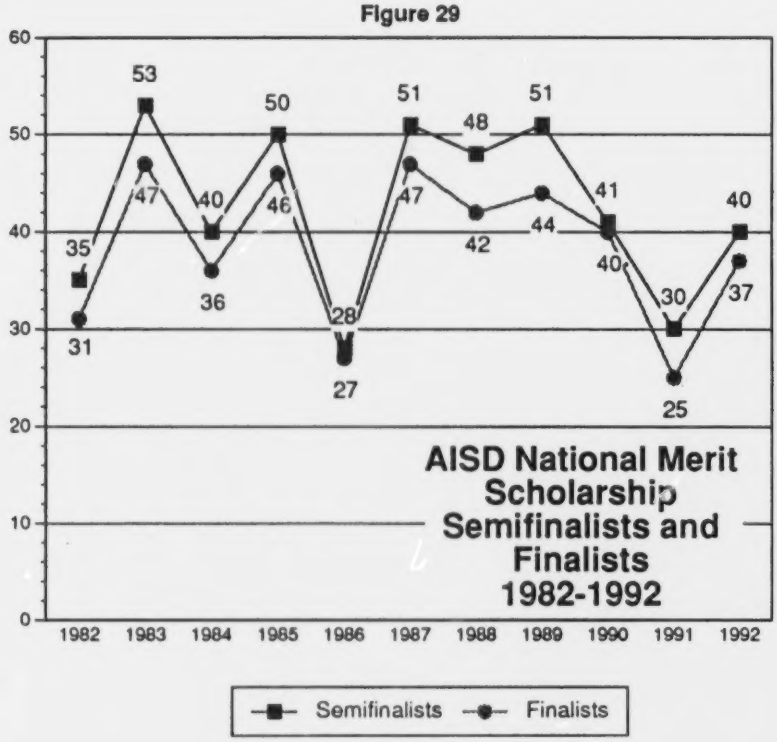


Although a higher percentage of AISD's seniors generally take the Scholastic Aptitude Test (SAT) compared to seniors nationwide, AISD's average scores are higher than the national averages (see Figures 30 and 31 and Attachment 9).

The SAT mathematics scores of AISD students increased four points this year, while the national scores increased two points. In the mathematics section, AISD scored 18 points higher than the national average and 28 points higher than the state average. The verbal scores of AISD students increased three points from last year, while the national scores increased by one point. In the verbal section, AISD scored 12 points higher than the national average and 25 points higher than the state average.

Each year, many AISD students take the National Merit Scholarship Qualifying Test, also known as the Preliminary Scholastic Aptitude Test (PSAT), in their junior year. The numbers of National Merit Scholarship semifinalists and finalists for the past ten years are shown below in Figure 29. Of the juniors tested in 1991-92 (1,508), 40 became semifinalists and 37 became finalists. AISD's number of finalists is 4.6 times higher than the expected number and the number of semifinalists is 2.2 times higher than the expected number using the national rate for a district this size.

Figure 29



The College Board calculates the number of finalists and semifinalists as follows:

Finalists = 0.5% of students tested
Semifinalists = 1.2% of students tested

Figure 30

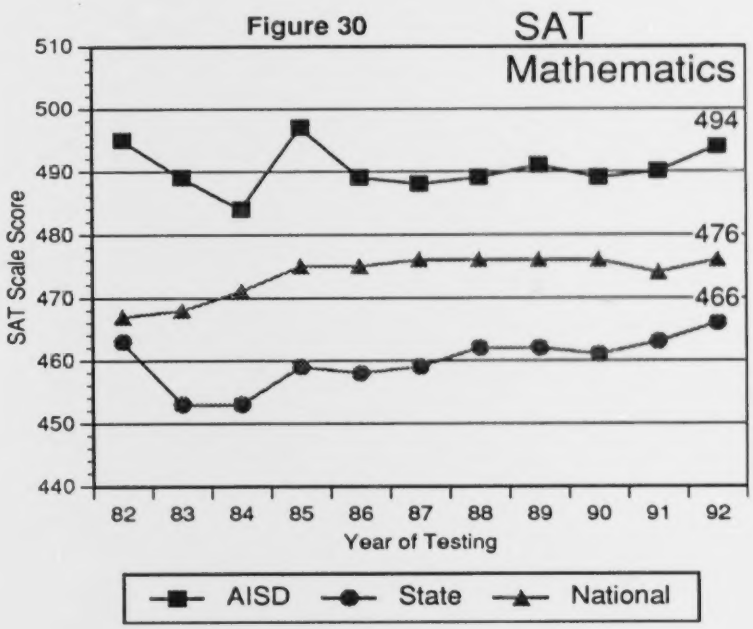
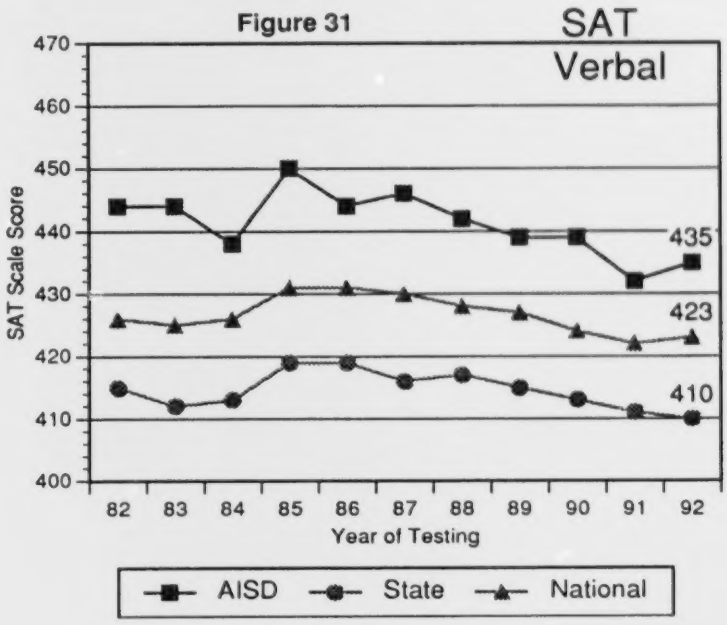


Figure 31



Attachments

Attachment 1.	TAAS technical information
Attachment 2.	Percentage of students mastering the TAAS objectives in AISD, Urban 8, and Texas
Attachment 3.	Percentage of students mastering the TAAS by ethnicity in AISD and Texas, 1991-1992
Attachment 4.	Performance by ethnicity of Urban 8 students on TAAS, 1991-92
Attachment 5.	NAPT percentile of the mean NCE/ Rank among Urban 8
Attachment 6.	Performance of AISD, Urban 8, and State on the NAPT
Attachment 7.	LEP ITBS/NAPT Achievement for students with Spanish, Vietnamese, and Other backgrounds
Attachment 8.	Performance of AISD students compared to Texas and the nation on the Scholastic Aptitude Test (SAT)
Attachment 9.	Test results by campus for TAAS, ITBS, NAPT, SAT, and ACT

Bibliography

For more information on TAAS, ITBS, and NAPT performance by ethnicity, economically disadvantaged status and other demographic data, see Achievement Profiles, 1991-92, ORE Pub. No. 91.40.

Attachment 1

TAAS Technical Information

Objective Mastery is the number of items that a student must answer correctly to demonstrate competency in the skills targeted by the instructional objective.

Minimum Skills Mastery is equivalent to that of the 1989-90 TEAMS standards. This information will be provided after the October administration for longitudinal studies of campus and district results.

Academic Skills Mastery represents the TAAS passing standard. For Grade 3 (including the Grade 3 Spanish version) and Grade 5, approximately 65% of the test items correct is passing; for Grades 7, 9, and 11, the standard is approximately 60% of the items correct. On the language arts writing test, a student must also obtain a passing score of at least 2 on the written composition. The minimum number of items required is shown along with the total number of items on the test.

Academic Recognition Standard is an even higher, more challenging level of achievement in which a student masters all objectives on the test. In writing, the student must also achieve the highest score (4) on the written composition. The number of items displayed is the minimum required to meet this standard, assuming all objectives are mastered.

			Grade 3	Grade 5	Grade 7	Grade 9	Grade 11*	Grade 12*
Writing		Number of Items	22	28	36	40	40	40
	Academic Skills Mastery	'91	15	18	22	24	24	24
	With a 2 on the composition	'92	16	20	25	28	28	24
	Academic Recognition	'91	16	20	24	28	28	28
	With all objectives mastered and a 4 on the composition	'92	21	27	34	38	38	38
Reading		Number of Items	35	40	40	48	48	48
	Academic Skills Mastery	'91	23	26	24	29	29	29
		'92	25	28	28	34	34	29
	Academic Recognition	'91	26	28	28	35	35	35
	With all objectives mastered	'92	33	38	38	46	46	46
Mathematics		Number of Items	44	50	56	60	60	60
	Academic Skills Mastery	'91	29	33	34	36	36	36
		'92	31	35	39	42	42	36
	Academic Recognition	'91	33	37	41	45	45	45
	With all objectives mastered	'92	42	48	53	57	57	57

*October Only

Grade Equivalent Associated With the Mastery Score of the TEAMS (February 1990) and the TAAS (October 1990 and 1991)

These grade equivalents were obtained by matching students taking the TEAMS or TAAS and the ITBS/TAP. Each equipercentile analysis included from 2,000 to 5,000 students.

	Writing	Reading	Mathematics	Average	+/- National Median	Difference
Grade 3						
90 TEAMS	3.1	2.3	2.6	2.6	3.5	-0.9
90 TAAS	2.2	2.0	2.2	2.2	2.9	-0.7
91 TAAS	2.6	2.3	2.5	2.5	2.9	-0.4
Grade 5						
90 TEAMS	5.2	4.0	4.5	4.5	5.5	-1.0
90 TAAS	4.3	4.2	4.4	4.4	4.9	-0.5
91 TAAS	4.9	4.6	4.8	4.8	4.9	-0.1
Grade 7						
90 TEAMS	6.0	5.4	5.7	5.7	7.5	-1.8
90 TAAS	6.2	6.4	6.4	6.4	6.9	-0.5
91 TAAS	6.9	6.9	7.0	7.0	6.9	0.1
Grade 9						
90 TEAMS	8.6	7.6	7.4	7.9	9.5	-1.6
90 TAAS	8.3	7.6	8.4	8.1	8.9	-0.8
91 TAAS	9.3	8.7	9.2	9.1	8.9	0.2
Grade 11						
90 TEAMS	10.5	6.2	8.0	8.2	11.1	-2.9
90 TAAS	7.6	8.2	9.8	8.5	10.9	-2.4
91 TAAS	9.3	9.8	11.5	10.2	10.9	-0.7

1991 TAAS SUMMARY

NON SPECIAL EDUCATION STUDENTS

	GRADE 3			GRADE 5			GRADE 7			GRADE 9			GRADE 11		
	AUSTIN 1991	JUEC 1991	TEXAS 1991	AUSTIN 1991	JUEC 1991	TEXAS 1991	AUSTIN 1991	JUEC 1991	TEXAS 1991	AUSTIN 1991	JUEC 1991	TEXAS 1991	AUSTIN 1991	JUEC 1991	TEXAS 1991
WRITING															
Written Composition Minimum Expectation	80	73	81	91	89	91	84	84	88	64	68	78	86	79	85
Average Scale Score	1557	1527	1567	1626	1584	1625	1556	1519	1566	1517	1503	1560	1662	1591	1637
Met Minimum Expectation	61	54	63	77	70	77	57	49	59	51	50	62	80	71	78
Mastered All Objectives	16	13	18	22	16	22	19	13	19	10	9	13	25	15	22
READING															
Average Scale Score	1681	1626	1670	1580	1527	1572	1493	1444	1496	1554	1496	1547	1639	1568	1605
Met Minimum Expectation	81	74	81	63	52	62	49	38	50	60	48	59	77	65	72
Mastered All Objectives	56	45	54	21	14	19	10	6	9	26	16	25	32	22	27
MATHEMATICS															
Average Scale Score	1696	1647	1680	1558	1506	1550	1501	1466	1517	1464	1427	1483	1578	1509	1552
Met Minimum Expectation	87	79	85	58	48	58	47	40	51	40	31	44	60	47	57
Mastered All Objectives	38	29	35	18	12	16	10	6	10	10	6	10	21	11	16
All Tests Taken Minimum Expectations	57	48	57	48	37	47	35	26	36	30	23	36	53	39	49
Mastering all Objectives	10	7	11	6	3	5	3	2	3	3	2	4	9	4	6
Total Number Tested	4812	43889	228873	4416	45730	234215	4014	42377	229205	4514	47216	239905	2966	31152	180473

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PERCENTAGE OF STUDENTS MASTERING THE TAAS BY ETHNICITY
AISD and TEXAS, 1991-92 - ALL STUDENTS TESTED*

	--NATIVE AM.--		--ASIAN--		--AFRICAN AM.--		--HISPANIC--		--WHITE--		--ALL STUDENTS--	
	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS
GRADE 3												
WRITING	63	57	76	75	49	48	50	51	69	71	59	61
READING	94	80	96	90	68	69	70	71	89	87	79	80
MATHEMATICS	88	82	97	93	72	74	80	77	93	91	85	84
ALL TESTS TAKEN	59	50	76	71	40	41	44	44	67	67	55	56
GRADE 5												
WRITING	50	76	89	88	59	65	67	67	84	84	74	76
READING	38	61	80	77	41	44	48	47	77	74	60	61
MATHEMATICS	47	55	83	81	30	36	45	43	72	69	55	56
ALL TESTS TAKEN	25	47	71	68	22	27	32	32	64	59	45	46
GRADE 7												
WRITING	47	53	78	75	35	40	42	45	72	70	54	58
READING	59	46	76	70	25	30	31	33	68	63	47	48
MATHEMATICS	56	43	88	78	21	29	31	34	64	63	44	49
ALL TESTS TAKEN	29	30	65	59	14	17	19	20	52	48	33	35
GRADE 9												
WRITING	56	59	60	75	31	46	36	47	68	74	49	60
READING	44	62	62	69	36	39	44	42	80	73	58	58
MATHEMATICS	25	40	59	69	15	21	22	27	61	57	38	42
ALL TESTS TAKEN	22	32	47	57	11	16	16	20	48	49	29	34
GRADE 11												
WRITING	-	77	71	77	68	67	72	67	87	85	78	77
READING	-	70	68	74	56	56	66	57	89	82	76	71
MATHEMATICS	80	54	73	78	31	33	44	41	75	68	58	56
ALL TESTS TAKEN	-	46	56	62	26	27	39	32	69	60	52	48

* Includes special education students
- No data reported for fewer than five students

1991-92 TAAS BY ETHNICITY
Urban 8 - All Students Tested*

	GRADE 3						GRADE 5						GRADE 7						GRADE 9						GRADE 11					
	NA	A	AA	H	W	TOT	NA	A	AA	H	W	TOT	NA	A	AA	H	W	TOT	NA	A	AA	H	W	TOT	NA	A	AA	H	W	TOT
AUSTIN		59	76	40	44	67	55		25	71	22	32	64	45		29	65	14	19	52	33		22	47	11	16	48	29		-	56	26	39	69	52
CORPUS CHRISTI		50	71	52	56	73	61		50	82	32	44	70	51		-	78	20	26	51	33		29	61	16	24	51	30		-	85	25	36	63	43
DALLAS		51	55	42	37	62	44		31	53	28	30	54	33		20	40	18	19	42	22		27	33	15	18	42	20		40	54	25	29	57	32
EL PASO		17	63	40	46	64	50		-	60	30	31	55	37		-	50	21	20	49	27		20	51	20	19	51	26		60	59	35	33	60	40
FORT WORTH		9	50	31	30	64	43		29	47	22	22	55	34		12	37	14	19	48	28		38	31	9	11	42	21		-	46	23	30	59	40
HOUSTON		50	65	42	41	69	47		78	64	28	27	65	34		36	57	15	15	57	22		17	51	13	14	52	20		29	58	28	28	66	36
SAN ANTONIO		-	38	33	35	52	36		-	64	19	26	48	27		-	36	11	16	34	16		-	36	10	16	25	16		-	62	25	32	49	32
YSLETA		0	67	46	41	53	44		0	40	29	29	49	32		13	47	16	22	39	24		15	67	18	25	45	28		60	67	42	35	56	39
URBAN 8		44	63	40	41	65	47		32	61	27	29	59	35		20	52	16	19	49	24		24	46	13	18	47	23		38	57	26	32	62	38
TEXAS		50	71	41	44	67	56		47	68	27	32	59	46		30	59	17	20	48	35		32	57	16	20	49	34		46	62	27	32	60	48

*Includes special education students

-No data reported for fewer than five students

NA = Native American
A = Asian
AA = African American
H = Hispanic
W = White
TOT = Total

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1991-92 NAPT Results
Percentile of the Mean National NCE
(Rank Among Urban 8)

Test	GRADE								
	3	4	5	6	7	8	9	10	11
Vocabulary	54 (1)	50 (1T)	49 (1)	45 (1)	47 (1)	49 (1)	49 (1)	56 (1)	56 (1)
Reading Comprehension	60 (1)	50 (1)	53 (2)	48 (1)	46 (1T)	53 (1)	53 (1)	59 (1)	53 (1)
Reading Total	**59 (1)**	**50 (1)**	**52 (1)**	**46 (1)**	**47 (1)**	**52 (1)**	**50 (1)**	**58 (1)**	**55 (1)**
Spelling	63 (2T)	59 (3T)	60 (2T)	58 (2T)	55 (2T)	59 (1T)			
Capitalization	70 (2)	66 (3)	66 (3)	58 (2T)	57 (3)	64 (1)			
Punctuation	63 (2)	56 (2T)	58 (2)	50 (1)	55 (2)	62 (1)			
Usage & Expression	63 (1)	56 (1)	57 (1)	51 (1)	55 (1T)	59 (1)			
Language (3-8)/ Written Expression (9-11)	**66 (2)**	**60 (2T)**	**61 (2)**	**54 (1)**	**56 (2)**	**62 (1)**	**56 (2)**	**57 (1)**	**58 (2)**
Concepts & Estimation	63 (1T)	51 (1)	54 (1T)	46 (1)	42 (2)	41 (1)			
Problem Solving & Data Interpretation	53 (1)	50 (1)	52 (2)	49 (1)	49 (1)	52 (1)	41 (1)	54 (1)	49 (1)
Computation	70 (3)	58 (5)	63 (5)	54 (5)	51 (4)	50 (4)	43 (2)	55 (1)	52 (1)
Mathematics	**64 (1)**	**54 (1T)**	**57 (2)**	**49 (1T)**	**47 (2)**	**48 (1)**	**42 (1T)**	**56 (1)**	**51 (1)**
Social Studies	**61 (1)**	**56 (1)**	**59 (1)**	**50 (1)**	**41 (1)**	**48 (1)**	**49 (1T)**	**60 (1)**	**62 (1)**
Science	**62 (1)**	**59 (1)**	**67 (1)**	**61 (1)**	**50 (1)**	**50 (1)**	**61 (1)**	**66 (1)**	**63 (1)**
Composite	**68 (1)**	**61 (1)**	**65 (1)**	**56 (1)**	**50 (1)**	**54 (1)**	**53 (1)**	**60 (1)**	**57 (1)**

T = Tied Rank

In grades 3 through 8, the area in which AISD compares most unfavorably among the Big 8 is mathematics computation. AISD ranks second at grade 9, third at grade 3, fourth at grades 7 and 8, and fifth at grades 4, 5, and 6. At grades 10 and 11, AISD ranks first in computation.

In language (including spelling, capitalization, punctuation, and usage), AISD generally ranks second or third in grades 3 through 7. AISD ranks second in written expression at grades 9 and 11.

1992 NAPT SUMMARY
AUSTIN, URBAN 8, AND TEXAS

	GRADE 3			GRADE 4			GRADE 5		
	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS
Vocabulary	54	42	48	50	40	47	49	40	46
Reading Comp.	60	48	54	50	40	46	53	47	51
TOTAL READING	59	46	52	50	40	46	52	43	49
Spelling	63	58	58	59	56	57	60	56	56
Capitalization	70	64	66	66	61	62	66	62	62
Punctuation	63	57	57	56	49	51	58	52	52
Usage & Expression	63	51	55	56	45	49	57	48	51
TOTAL LANGUAGE	66	58	60	60	52	55	61	55	56
Concepts and Estimation	63	54	59	51	42	46	54	46	50
Prob. Solv. & Data Interp.	53	42	47	50	41	46	52	44	49
Computation	70	66	67	58	58	59	63	63	62
TOTAL MATHEMATICS	64	54	59	54	46	50	57	50	54
SOCIAL STUDIES	61	50	57	56	47	53	59	48	54
SCIENCE	62	51	57	59	47	54	67	55	62
COMPOSITE	68	54	61	61	47	55	65	53	59
Number Tested (Composite)	4742	43575	239943	4621	44315	241762	4337	43932	240711

Attachment 6

1992 NAPT SUMMARY
AUSTIN, URBAN 8, AND TEXAS

	GRADE 6			GRADE 7			GRADE 8		
	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS
Vocabulary	45	34	41	47	34	41	49	34	41
Reading Comp.	48	39	47	46	35	44	53	41	48
TOTAL READING	46	36	44	47	34	43	52	37	45
Spelling	58	55	55	55	51	53	59	53	56
Capitalization	58	50	53	57	52	56	64	54	57
Punctuation	50	41	43	55	47	50	62	52	55
Usage & Expression	51	41	45	55	46	50	59	47	53
TOTAL LANGUAGE	54	45	48	56	49	53	62	52	55
Concepts and Estimation	46	38	44	42	34	41	41	34	40
Prob. Solv. & Data Interp.	49	41	47	49	40	47	52	40	47
Computation	54	53	57	51	49	54	50	46	51
TOTAL MATHEMATICS	49	43	49	47	40	47	48	39	46
SOCIAL STUDIES	50	44	50	41	35	42	48	41	49
SCIENCE	61	50	59	50	39	50	50	39	48
COMPOSITE	56	44	53	50	37	47	54	41	49
Number Tested (Composite)	4182	42818	238475	3771	38667	225046	3570	35861	212364

1992 NAPT SUMMARY
AUSTIN, URBAN 8, AND TEXAS

	GRADE 9			GRADE 10			GRADE 11		
	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS
Vocabulary	49	36	45	56	38	47	56	38	45
Reading Comp.	53	37	46	59	42	50	53	37	44
TOTAL READING	50	35	45	58	40	49	55	36	44
WRITTEN EXPRESSION	56	48	53	57	48	52	58	49	53
Concepts and Problem Solving	41	29	38	54	40	47	49	33	41
Computation	43	34	44	55	41	47	52	39	44
TOTAL MATHEMATICS	42	31	41	56	40	48	51	34	42
SOCIAL STUDIES	49	40	49	60	50	56	62	48	53
SCIENCE	61	[illegible]	57	66	52	60	63	46	53
COMPOSITE	53	41	49	60	46	53	57	42	48
Number Tested (Composite)	3831	36846	215166	2892	28261	176791	2445	22384	149489

Two-Year Trends in LEP Achievement ITBS/NAPT

		Spanish Language			Vietnamese Language			
Language Total	Grade	Total Tested	1991	1992	Gain	Total Tested	1991	1992	Gain
	1	5	1.05	1.12	0.08				
	2	227	1.58	2.70	1.12	4	3.50	5.87	2.37
	3	252	2.09	3.69	1.60	3	3.77	4.97	1.20
	4	208	3.75	4.22	0.47	3	4.37	5.77	1.40
	5	171	4.16	4.99	0.83	5	5.32	6.76	1.44
	6	126	4.67	5.33	0.66	5	4.32	5.96	1.64
	7	124	4.87	6.01	1.14	3	4.87	6.30	1.43
	8	79	5.76	6.60	0.84	5	7.56	9.10	1.54
	9	120	5.88	7.11	1.23	6	6.25	6.18	-0.07
	10	100	5.91	7.09	1.18	8	6.03	6.78	0.75
	11	60	6.49	7.98	1.49	10	6.63	8.27	1.64
	TOTAL	1472	3.90	4.95	1.05	52	5.64	6.90	1.26
Reading Comprehension	Grade	Total Tested	1991	1992	Gain	Total Tested	1991	1992	Gain
	1	5	1.07	1.42	0.35				
	2	227	1.38	2.37	0.99	4	2.27	3.50	1.23
	3	252	2.05	3.02	0.97	3	2.33	3.37	1.03
	4	208	2.81	3.55	0.74	3	3.00	3.93	0.93
	5	171	3.37	4.51	1.14	5	4.06	5.26	1.20
	6	126	4.11	4.95	0.84	5	3.72	5.30	1.58
	7	124	4.62	5.15	0.53	3	4.20	5.53	1.33
	8	79	5.23	6.16	0.93	5	5.92	7.34	1.42
	9	120	5.95	6.66	0.71	6	5.38	5.88	0.50
	10	100	5.68	6.68	1.00	8	5.44	7.01	1.58
	11	60	6.79	7.08	0.28	10	6.93	6.10	0.83
	TOTAL	1472	3.54	4.40	0.86	52	4.88	5.70	0.82
Mathematics Total	Grade	Total Tested	1991	1992	Gain	Total Tested	1991	1992	Gain
	1	5	1.10	1.75	0.65				
	2	227	1.72	2.92	1.20	4	2.58	4.43	1.85
	3	252	2.88	3.60	0.72	3	3.80	4.47	0.67
	4	208	3.32	4.11	0.79	3	3.90	5.00	1.10
	5	171	4.17	5.04	0.87	5	5.14	6.52	1.38
	6	126	4.86	5.65	0.79	5	5.26	6.94	1.68
	7	124	5.50	6.29	0.78	3	6.63	8.23	1.60
	8	79	6.10	6.91	0.81	5	7.82	9.06	1.24
	9	120	6.81	7.35	0.53	6	7.12	9.20	2.08
	10	100	7.19	8.41	1.21	8	9.41	12.28	2.86
	11	60	7.81	8.60	0.79	10	9.87	11.51	1.64
	TOTAL	1472	4.26	5.12	0.86	52	6.94	8.69	1.75

Two-Year Trends in LEP Achievement ITBS/NAPT

		Other Languages				Total Tested			
Language Total	Grade	Total Tested	1991	1992	Gain	Total Tested	1991	1992	Gain
	1					5	105	1.12	0.08
	2	34	2.56	3.97	1.41	265	1.75	2.92	1.17
	3	10	2.97	4.19	1.22	265	2.15	3.73	1.58
	4	10	3.47	4.83	1.36	221	3.75	4.27	0.52
	5	4	3.85	6.73	2.88	180	4.18	5.08	0.90
	6	4	4.43	6.20	1.77	135	4.65	5.37	0.72
	7	3	5.05	6.65	1.60	130	4.88	6.03	1.15
	8	3	4.37	5.70	1.33	87	5.82	6.72	0.90
	9	7	6.25	8.03	1.78	133	5.92	7.11	1.19
	10	8	6.80	8.46	1.66	116	5.99	7.17	1.18
	11	5	9.60	10.22	0.62	75	6.73	8.18	1.45
	TOTAL	88	4.49	6.06	1.47	1612	3.97	5.05	1.08

Reading Comprehension	Grade	Total Tested	1991	1992	Gain	Total Tested	1991	1992	Gain
	1					5	1.07	1.42	0.35
	2	34	1.95	2.97	1.01	265	1.47	2.47	0.99
	3	10	2.08	3.67	1.59	265	2.05	3.05	1.00
	4	10	2.72	4.26	1.54	221	2.81	3.59	0.78
	5	4	3.38	5.70	2.33	180	3.39	4.56	1.17
	6	4	3.63	4.83	1.20	135	4.08	4.96	0.88
	7	3	4.60	7.00	2.40	130	4.61	5.18	0.58
	8	3	4.83	6.13	1.30	87	5.26	6.24	0.97
	9	7	5.55	7.33	1.78	133	5.91	6.66	0.75
	10	8	5.47	8.01	2.54	116	5.65	6.80	1.15
	11	5	8.60	10.56	1.96	75	6.94	7.18	0.24
	TOTAL	88	3.32	4.83	1.51	1612	3.58	4.47	0.89

Mathematics Total	Grade	Total Tested	1991	1992	Gain	Total Tested	1991	1992	Gain
	1					5	1.10	1.75	0.65
	2	34	2.06	3.59	1.53	265	1.77	3.03	1.25
	3	10	2.84	3.88	1.04	265	2.88	3.62	0.73
	4	10	3.43	4.99	1.56	221	3.34	4.17	0.83
	5	4	4.65	6.60	1.95	180	4.20	5.11	0.91
	6	6	5.75	6.30	0.55	135	4.90	5.72	0.81
	7	3	6.87	8.73	1.87	130	5.56	6.39	0.83
	8	3	7.10	8.10	1.00	87	6.24	7.09	0.85
	9	7	7.13	8.63	1.50	133	6.84	7.50	0.66
	10	8	11.21	13.65	2.44	116	7.64	9.06	1.42
	11	5	12.46	13.30	0.84	75	8.41	9.32	0.91
	TOTAL	88	4.75	6.24	1.49	1612	4.38	5.30	0.92

AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOLASTIC APTITUDE TEST (SAT) DATA

SENIOR CLASS	SAT VERBAL			SAT MATHEMATICS			NUMBER IN AISD SAMPLE
	AISD	TEXAS	NATIONWIDE	AISD	TEXAS	NATIONWIDE	
1974-75	460	431	434	507	467	472	1369
1975-76	456	427	431	507	466	472	1412
1976-77	451	424	429	505	464	470	1373
1977-78	451	425	429	500	460	468	1487
1978-79	450	418	427	498	456	467	1443
1979-80	450	416	424	499	455	466	1499
1980-81	450	415	424	495	455	466	1514
1981-82	444	415	426	495	453	467	1383
1982-83	444	412	425	489	453	468	1393
1983-84	438	413	426	484	453	471	1363
1984-85	450	419	431	497	459	475	1426
1985-86	444	419	431	489	458	475	1457
1986-87	446	416	430	488	459	476	1763
1987-88	442	417	428	489	462	476	1770
1988-89	439	415	427	491	462	476	1664
1989-90	439	413	424	489	461	476	1572
1990-91	432	411	422	490	463	474	1522
1991-92	435	410	423	494	466	476	1620

SAT Scores
1987-91 Graduates

	88	89	90	91	92	Change 91-92	Change 88-92
			Verbal				
AISD	442	439	439	432	435	+3	-7
Texas	417	415	413	411	410	-1	-7
Nation	428	427	424	422	423	+1	-5
			Mathematics				
AISD	489	491	489	490	494	+4	+5
Texas	462	462	461	463	466	+3	+4
Nation	476	476	476	474	476	+2	0
			Total				
AISD	931	930	928	922	929	+7	-2
Texas	879	877	874	874	876	+2	-3
Nation	904	903	900	896	899	+3	-5

Test Results by Campus

- TAAS
- ITBS
- NAPT
- SAT
- ACT

1990 TAAS and 1991 TAAS
Grade 3
Non Special Education Students

SCHOOL	WRITING 1990 70%	WRITING 1991 70%	READING 1990 70%	READING 1991 70%	MATHEMATICS 1990 70%	MATHEMATICS 1991 70%	PASSED ALL 1990 70%	PASSED ALL 1991 70%
Allan	59	53	68	88	81	79	51	49
Allison	50	63	71	61	70	79	38	46
Andrews	54	53	64	62	71	73	40	45
Barrington	43	49	69	73	71	81	40	42
Barton Hills	42	84	89	97	92	100	42	84
Becker	72	42	83	67	83	92	63	39
Blackshear	68	48	55	74	76	74	48	48
Blanton	65	45	83	67	83	69	55	36
Boone	69	74	93	90	90	93	65	70
Brentwood	76	39	82	85	92	90	68	36
Brooke	38	63	56	76	63	85	29	58
Brown	70	74	76	88	68	85	53	73
Bryker Woods	75	66	87	93	95	98	75	66
Campbell	29	68	77	76	90	92	26	57
Casis	73	83	91	98	95	92	70	81
Cook	46	50	71	80	77	85	43	49
Cunningham	58	47	83	83	80	80	49	47
Dawson	69	67	79	73	94	94	63	63
Doss	93	79	96	100	100	100	93	79
Galindo	68	68	80	81	87	90	60	63
Govalle	52	59	68	76	71	88	42	52
Graham	46	53	76	67	70	77	37	45
Gullett	82	82	93	95	97	97	79	79
Harris	72	62	75	78	74	87	57	58
Highland Park	96	86	97	99	100	99	95	87
Hill	92	82	98	97	98	94	89	79
Houston	59	47	78	76	76	85	48	43
Joslin	56	60	85	84	76	87	47	56
Kocurek	54	44	81	81	81	84	50	42
Langford	62	35	73	81	69	89	54	31
Lee	93	84	98	100	98	98	89	81
Linder	53	57	66	78	72	75	44	48
Maplewood	73	81	83	96	87	90	59	81
Mathews	86	76	87	90	92	100	74	74
Menchaca	59	72	88	96	94	94	57	71
Metz	83	46	84	56	92	81	71	38
Norman	51	48	57	68	76	66	45	40
Oak Hill	88	77	94	95	96	96	85	74
Oak Springs	38	35	53	62	33	60	15	28
Odom	73	66	80	80	84	85	62	56
Ortega	63	81	81	83	93	90	63	72
Palm	48	43	67	70	74	85	40	41
Patton	75	86	93	93	93	97	72	84
Pease	70	77	85	85	85	90	65	68
Pecan Springs	53	64	68	75	80	91	46	57
Pillow	79	77	91	85	93	97	74	75
Pleasant Hill	48	54	74	81	75	89	38	51
Reilly	85	73	87	86	98	94	83	65
Ridgetop	73	30	80	70	73	95	67	25
Sanchez	63	67	58	69	61	84	45	62
Sims	61	59	59	70	59	77	47	46
St. Elmo	58	44	80	74	84	77	53	44
Summitt	79	61	88	87	91	91	72	60
Sunset Valley	67	58	88	83	90	88	64	53
Travis Heights	76	60	80	75	83	90	63	54
Walnut Creek	68	50	81	72	75	82	62	44
Widen	45	46	69	73	70	79	39	40
Williams	48	70	83	83	84	93	44	65
Winn	44	51	65	68	66	74	34	40
Wooldridge	56	51	69	68	69	81	43	41
Wooten	60	56	66	74	74	78	43	47
Zavala	38	39	55	68	58	73	33	34
Zilker	74	58	85	69	88	82	69	52
AISD	64	61	80	81	82	87	57	57
STATE	67	63	80	81	82	85	59	57

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1990 TAAS and 1991 TAAS
Grade 3 Spanish
Non-Special Education Students

SCHOOL	WRITING 1990 70%	WRITING 1991 70%	READING 1990 70%	READING 1991 70%	MATHEMATICS 1990 70%	MATHEMATICS 1991 70%	PASSED ALL 1990 70%	PASSED ALL 1991 70%
ALLAN	40	28	64	44	73	83	36	22
ALLISON	64	60	64	60	82	70	36	50
ANDREWS	20	40	40	73	48	75	14	25
BARRINGTON	20	50	40	71	80	43	20	29
BLACKSHEAR	67	85	80	100	86	100	67	85
BRENTWOOD	64	27	55	64	100	73	55	27
BROOKE	55	73	64	67	82	87	36	44
BROWN	71	67	75	56	88	100	75	56
GALINDO	100	100	100	92	100	100	100	92
GOVALLE	80	36	100	73	40	82	40	18
HARRIS	75	60	92	70	92	90	67	60
HOUSTON	67	54	80	36	100	85	67	14
LINDER	57	44	100	89	100	100	63	44
MATHEWS	-	43	-	57	-	86	-	29
METZ	40	68	47	76	71	100	20	59
ORTEGA	23	-	69	-	92	-	23	-
PILLOW	67	67	100	67	100	83	67	50
RIDGETOP	100	65	100	94	100	100	100	65
SANCHEZ	74	71	95	50	95	-	74	53
ST. ELMO	83	75	100	75	100	100	83	63
TRAVIS HEIGHTS	-	57	-	88	-	88	-	50
WIDEN	-	15	-	15	-	54	-	15
WINN	-	40	-	40	-	60	-	20
WOOLDRIDGE	0	-	14	-	29	-	0	-
WOOTEN	50	-	90	-	90	-	40	-
ZAVALA	69	80	85	80	93	50	64	33
ZILKER	-	75	-	88	-	100	-	75
AISD	56	54	74	65	82	83	50	42
STATE	39	42	60	56	65	72	31	33

Schools testing fewer than five students are not included.

1990 TAAS and 1991 TAAS
Grade 5
Non Special Education Students

	WRITING		READING		MATHEMATICS		PASSED ALL	
	1990	1991	1990	1991	1990	1991	1990	1991
SCHOOL	70%	70%	70%	70%	70%	70%	70%	70%
Allan	67	43	33	30	31	28	23	18
Allison	76	65	49	43	52	57	43	30
Andrews	53	54	40	40	30	16	21	14
Barrington	67	88	56	69	52	64	34	56
Barton Hills	87	96	83	82	83	82	73	71
Becker	70	70	43	45	43	33	26	25
Blackshear	82	79	56	48	52	70	38	39
Blanton	80	73	43	42	54	39	32	29
Boone	75	82	75	75	69	65	54	57
Brentwood	85	87	72	65	64	67	55	58
Brooke	77	77	55	51	64	54	39	43
Brown	71	84	50	46	47	49	33	31
Bryker Woods	89	93	85	89	77	82	70	80
Campbell	69	80	65	83	54	70	38	50
Casis	97	96	88	85	89	85	85	77
Cook	55	83	51	68	52	60	34	48
Cunningham	82	87	64	83	56	73	51	66
Dawson	75	61	61	54	53	46	44	37
Doss	93	92	90	91	90	88	82	82
Galindo	76	75	44	68	44	68	29	50
Govalle	79	43	47	32	26	26	26	16
Graham	76	62	64	44	47	34	40	25
Gullett	94	96	91	98	94	86	86	85
Harris	67	68	54	49	49	51	42	34
Highland Park	95	97	93	92	87	83	81	79
Hill	96	97	90	88	81	89	76	84
Houston	67	71	48	41	43	53	32	32
Joslin	56	79	50	66	49	68	40	54
Kocurek	75	66	71	68	59	61	50	49
Langford	77	59	66	45	56	44	47	27
Lee	88	84	86	98	72	89	67	76
Linder	76	64	53	58	53	51	47	37
Maplewood	65	88	69	59	58	56	58	41
Mathews	91	65	83	63	77	64	77	50
Menchaca	85	85	79	71	79	65	64	58
Metz	83	77	43	39	43	52	33	29
Norman	70	52	40	34	26	22	16	16
Oak Hill	86	92	78	74	76	70	63	60
Oak Springs	52	60	36	22	21	14	16	4
Odom	78	88	64	73	56	74	44	62
Ortega	56	63	28	30	39	40	19	27
Palm	87	74	78	69	48	63	46	46
Patton	93	91	82	84	81	80	73	71
Pease	91	95	86	70	80	76	74	65
Pecan Springs	73	72	52	58	40	33	35	28
Pleasant Hill	79	73	61	57	47	52	38	44
Read	78	88	75	77	59	70	50	64
Reilly	83	79	73	63	73	55	67	55
Ridgetop	73	62	44	36	25	43	19	29
Sanchez	67	88	45	48	38	61	28	39
Sims	39	54	30	41	22	26	16	24
St. Elmo	75	53	65	43	56	30	49	22
Sunset Valley	87	75	75	75	73	68	67	58
Travis Heights	86	87	65	71	56	56	49	52
Walnut Creek	74	79	67	57	50	49	41	42
Widen	55	68	41	46	30	40	26	29
Williams	76	77	67	59	57	51	44	42
Winn	48	59	38	40	24	24	16	20
Wooldridge	77	68	58	59	50	55	45	47
Wooten	62	63	44	47	38	34	27	28
Zavala	64	39	38	23	45	17	21	12
Zilker	64	73	58	75	44	66	36	52
AISD	76	77	63	63	56	58	46	48
STATE	75	77	63	62	56	58	46	47

1990 TAAS and 1991 TAAS
Grade 7
Non Special Education Students

	WRITING		READING		MATHEMATICS		PASSED ALL	
	1990	1991	1990	1991	1990	1991	1990	1991
SCHOOL	70%	70%	70%	70%	70%	70%	70%	70%
Bedichek	50	57	38	48	40	45	25	33
Burnet	46	48	30	37	31	37	20	24
Covington	65	65	56	61	62	59	40	45
Dobie	55	64	37	52	41	51	25	39
Fulmore	56	57	40	46	42	42	31	31
Kealing	68	71	60	67	65	64	50	54
Lamar	59	58	41	49	45	46	33	38
Martin	52	61	47	59	46	54	35	41
Mendez	50	43	31	31	37	28	19	17
Murchison	64	64	55	54	52	52	40	41
O. Henry	54	57	47	49	42	47	33	34
Pearce	38	33	31	27	27	28	17	18
Porter	56	55	42	51	47	47	31	37
AISD	56	57	44	49	46	47	32	35
STATE	62	59	44	50	50	51	34	36

1990 TAAS and 1991 TAAS
Grade 9
Non Special Education Students

	WRITING		READING		MATHEMATICS		PASSED ALL	
	1990	1991	1990	1991	1990	1991	1990	1991
SCHOOL	70%	70%	70%	70%	70%	70%	70%	70%
Anderson	65	45	73	64	57	50	47	33
Austin	49	58	67	69	45	50	33	41
Bowie	65	68	77	75	54	51	44	43
Crockett	43	45	64	60	36	36	25	24
Johnson (LBJ)	67	68	72	71	58	55	52	51
Johnston	31	38	46	50	23	27	16	19
Lanier	39	46	59	49	35	34	23	23
McCallum	50	48	64	64	38	44	29	35
Reagan	34	43	50	42	26	25	17	19
Robbins	16	27	45	37	18	12	8	9
Travis	43	54	52	56	30	29	21	23
AISD	48	51	62	60	39	40	30	30
STATE	58	62	63	59	44	44	36	36

1990 TAAS and 1991 TAAS
Grade 11
Non Special Education Students

	WRITING		READING		MATHEMATICS		PASSED ALL	
	1990	1991	1990	1991	1990	1991	1990	1991
SCHOOL	70%	70%	70%	70%	70%	70%	70%	70%
Anderson	83	85	90	89	77	77	69	70
Austin	72	77	81	87	63	65	50	56
Bowie	83	78	93	85	75	69	66	59
Crockett	71	81	77	77	58	54	46	49
Johnson (LBJ)	89	92	78	85	66	72	61	70
Johnston	69	77	65	67	48	45	43	42
Lanier	67	76	73	70	60	60	48	51
McCallum	81	81	84	82	68	64	63	57
Reagan	65	79	72	64	55	48	42	42
Robbins	29	38	57	54	43	20	14	19
Travis	77	78	69	62	52	38	45	35
AISD	77	80	79	77	63	60	54	53
STATE	75	78	74	72	61	57	51	49

ITBS Grade 1
Percentile of the Mean NCE

SCHOOL	READING 1991	READING 1992	MATHEMATICS 1991	MATHEMATICS 1992	LANGUAGE 1991	LANGUAGE 1992	COMPOSITE 1991	COMPOSITE 1992
ALLAN	20	20	32	19	42	46	35	33
ALLISON	20	15	48	35	45	39	40	30
ANDREWS	50	48	67	70	63	60	64	64
BARRINGTON	22	43	34	43	37	59	37	56
BARTON HILLS	82	84	91	87	78	86	90	91
BECKER	71	66	84	82	65	73	79	78
BLACKSHEAR	40	35	67	51	62	66	59	57
BLANTON	41	39	45	48	53	53	51	52
BOONE	57	59	74	60	66	69	69	69
BRENTWOOD	31	44	57	53	46	51	50	57
BROOKE	10	13	37	22	38	38	32	29
BROWN	38	44	46	49	58	68	53	58
BRYKER WOODS	80	75	88	71	79	71	85	81
CAMPBELL	33	52	61	54	50	70	48	62
CASIS	79	77	92	79	80	77	85	82
COOK	42	46	55	45	57	61	54	58
CUNNINGHAM	54	65	67	63	56	64	64	71
DAWSON	15	31	36	22	32	34	32	35
DOSS	73	81	79	83	76	82	80	87
GALINDO	61	48	65	68	73	72	70	65
GOVALLE	57	60	67	62	61	67	69	69
GRAHAM	62	57	71	54	66	58	71	67
GULLETT	72	72	87	75	57	71	78	78
HARRIS	53	15	34	21	60	48	60	34
HIGHLAND PARK	81	81	88	78	72	79	86	86
HILL	87	77	93	86	84	84	91	87
HOUSTON	23	31	31	39	40	46	38	45
JOSLIN	59	42	65	38	75	58	74	56
KOCUREK	43	78	53	70	56	80	56	82
LANGFORD	28	30	51	30	47	57	46	43
LEE	72	77	82	87	69	79	78	85
LINDER	36	24	45	26	46	38	48	35
MAPLEWOOD	52	66	58	63	54	63	65	71
MATHEWS	72	70	76	67	71	69	80	79
MENCHACA	57	54	73	69	58	59	69	65
METZ	47	33	61	39	47	37	60	43
NORMAN	54	63	66	68	61	70	65	75
OAK HILL	59	53	82	59	59	62	71	63
OAK SPRINGS	16	16	37	30	41	43	34	34
ODOM	46	55	46	48	53	64	57	62
ORTEGA	18	29	34	26	32	43	29	38
PALM	39	52	46	48	52	54	50	60
PATTON	74	73	80	78	74	78	82	81
PEASE	76	74	78	85	70	79	80	83
PECAN SPRINGS	28	24	39	31	48	41	42	36
PILLOW	59	63	68	61	67	69	75	74
PLEASANT HILL	43	35	46	43	57	59	56	52
REILLY	49	43	46	50	56	58	59	59
RIDGETOP	62	64	85	71	61	53	74	71
SANCHEZ	29	29	56	53	36	43	43	45
SIMS	49	40	61	50	58	59	64	56
ST. ELMO	49	40	61	36	61	50	63	53
SUMMITT	69	60	76	66	69	71	78	71
SUNSET VALLEY	55	54	73	63	56	63	66	68
TRAVIS HEIGHTS	55	45	66	55	55	49	68	61
WALNUT CREEK	39	50	46	42	56	59	53	57
WIDEN	29	27	48	30	46	49	47	40
WILLIAMS	50	44	69	63	61	59	64	63
WINN	41	34	60	43	47	51	55	49
WOOLDRIDGE	44	41	45	51	57	56	54	55
WOOTEN	62	42	62	32	62	52	67	52
ZAVALA	17	61	32	67	33	64	32	71
ZILKER	57	55	75	65	58	61	72	67
AISD	52	52	64	57	59	63	64	64

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ITBS Grade 2
Percentile of the Mean NCE

SCHOOL	READING 1991	READING 1992	MATHEMATICS 1991	MATHEMATICS 1992	LANGUAGE 1991	LANGUAGE 1992	COMPOSITE 1991	COMPOSITE 1992
ALLAN	47	39	61	64	55	54	56	55
ALLISON	31	27	54	58	46	40	46	38
ANDREWS	37	44	57	56	54	61	50	54
BARRINGTON	38	43	45	45	42	47	44	48
BARTON HILLS	80	78	90	80	78	80	86	83
BECKER	31	38	64	62	31	52	40	50
BLACKSHEAR	30	46	38	61	36	55	35	56
BLANTON	47	47	64	49	41	55	55	53
BOONE	73	69	77	76	66	64	78	75
BRENTWOOD	70	51	78	58	68	43	76	56
BROOKE	47	40	68	61	56	55	64	56
BROWN	53	28	57	47	68	43	64	44
BRYKER WOODS	80	78	84	82	72	75	83	82
CAMPBELL	34	28	46	53	41	44	40	38
CASIS	90	87	90	94	84	81	93	92
COOK	64	56	79	72	57	57	72	66
CUNNINGHAM	56	52	69	59	47	55	60	58
DAWSON	32	40	54	32	40	46	42	48
DOSS	88	83	90	86	85	76	92	88
GALINDO	56	51	75	69	61	72	65	64
GOVALLE	68	52	70	72	53	67	72	69
GRAHAM	56	61	64	64	64	67	64	67
GULLETT	81	76	84	80	66	65	84	80
HARRIS	57	40	61	46	65	49	67	47
HIGHLAND PARK	92	83	89	87	84	77	92	88
HILL	86	84	92	94	79	76	90	90
HOUSTON	43	35	59	33	54	54	50	43
JOSLIN	68	57	77	72	65	72	74	71
KOCUREK	63	65	69	74	56	63	67	72
LANGFORD	43	32	51	40	43	44	48	40
LEE	81	79	91	88	75	72	86	85
LINDER	44	47	66	69	57	53	56	57
MAPLEWOOD	58	42	72	52	69	55	70	52
MATHEWS	78	82	78	86	68	69	81	86
MENCHACA	65	60	69	68	54	59	66	65
METZ	36	37	65	67	31	39	46	56
NORMAN	43	34	55	34	56	66	53	45
OAK HILL	70	77	79	80	64	66	74	78
OAK SPRINGS	41	28	74	54	60	55	60	50
ODOM	53	54	54	50	55	61	58	60
ORTEGA	72	63	70	74	79	65	80	75
PALM	61	57	72	69	58	64	68	70
PATTON	79	78	86	81	76	78	84	83
PEASE	79	76	83	86	71	82	85	86
PECAN SPRINGS	40	43	50	58	49	65	47	57
PILLOW	71	74	80	82	67	72	77	82
PLEASANT HILL	54	48	59	53	50	58	59	56
REILLY	61	57	76	69	61	65	70	67
RIDGETOP	80	64	82	54	68	45	81	63
SANCHEZ	50	47	56	56	52	60	52	55
SIMS	42	44	53	72	48	59	49	59
ST. ELMO	52	49	61	62	52	53	57	56
SUMMITT	80	81	85	87	75	76	85	86
SUNSET VALLEY	67	71	81	82	62	65	73	76
TRAVIS HEIGHTS	59	50	71	62	52	57	68	60
WALNUT CREEK	56	41	61	43	54	47	61	46
WIDEN	43	44	65	53	56	57	53	54
WILLIAMS	64	61	74	75	61	55	71	69
WINN	38	32	47	57	47	56	43	46
WOOLDRIDGE	50	49	66	56	62	72	63	63
WOOTEN	54	44	62	55	54	58	61	54
ZAVALA	73	61	85	90	64	55	80	76
ZILKER	72	79	81	85	64	73	79	86
AISD	62	59	72	70	61	63	69	68

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1992 NAPT Scores
Percentile of the Mean National NCE
Grade 3

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALLAN	35	54	50	40	41	42
ALLISON	27	46	45	28	35	32
ANDREWS	33	49	36	31	35	33
BARRINGTON	44	49	49	41	48	45
BARTON HILLS	78	73	76	76	78	85
BECKER	48	59	71	56	53	60
BLACKSHEAR	18	37	26	22	23	18
BLANTON	48	51	49	42	49	46
BOONE	69	74	74	71	76	82
BRENTWOOD	66	66	67	70	72	77
BROOKE	44	52	49	49	42	47
BROWN	55	66	57	49	58	61
BRYKER WOODS	86	80	82	80	83	91
CAMPBELL	49	64	53	43	33	47
CASIS	88	82	85	87	87	94
COOK	52	57	54	49	51	54
CUNNINGHAM	63	64	68	67	64	72
DAWSON	42	64	54	45	50	53
DOSS	88	89	91	85	91	96
GALINDO	43	58	63	52	48	54
GOVALLE	37	62	53	43	46	48
GRAHAM	51	57	47	52	56	57
GULLETT	79	76	83	77	82	88
HARRIS	50	59	61	57	51	60
HIGHLAND PARK	90	91	91	91	87	96
HILL	82	86	89	82	84	92
HOUSTON	49	61	46	46	52	56
JOSLIN	68	66	69	71	61	75
KOCUREK	64	73	74	65	66	76
LANGFORD	41	50	41	48	46	48
LEE	80	91	88	88	87	95
LINDER	50	64	51	56	52	59
MAPLEWOOD	58	73	56	61	63	69
MATHEWS	74	84	68	78	77	85
MENCHACA	71	73	74	75	74	82
METZ	37	47	44	43	42	40
NORMAN	38	49	39	46	38	42
OAK HILL	78	75	78	74	78	84
OAK SPRINGS	29	43	40	27	33	28
ODOM	52	61	58	52	59	61
ORTEGA	42	64	63	42	36	47
PALM	49	49	47	56	65	61
PATTON	79	85	81	77	80	89
PEASE	64	62	55	67	73	72
PECAN SPRINGS	30	63	50	43	45	46
PILLOW	71	78	71	69	70	80
PLEASANT HILL	53	56	52	54	51	56
REILLY	64	73	68	64	73	74
RIDGETOP	36	62	46	51	48	49
SANCHEZ	38	68	64	51	40	52
SIMS	53	63	64	57	54	61
ST. ELMO	44	54	44	51	44	48
SUMMITT	69	74	72	69	70	79
SUNSET VALLEY	72	68	72	72	69	79
TRAVIS HEIGHTS	55	55	57	60	59	62
WALNUT CREEK	49	51	56	55	59	60
WIDEN	50	61	56	51	55	58
WILLIAMS	67	77	72	72	68	79
WINN	35	46	39	34	39	38
WOOLDRIDGE	48	54	49	46	54	53
WOOTEN	41	51	46	52	48	49
ZAVALA	30	59	47	30	39	38
ZILKER	56	71	69	61	64	72
AISD	59	66	64	61	62	68

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1992 NAPT Scores
Percentile of the Mean National NCE
Grade 4

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALLAN	21	43	23	16	29	19
ALLISON	26	44	49	39	35	34
ANDREWS	28	41	30	29	31	27
BARRINGTON	45	53	44	49	52	51
BARTON HILLS	81	81	78	82	85	90
BECKER	36	49	49	37	41	40
BLACKSHEAR	24	24	25	21	23	16
BLANTON	35	43	34	33	38	33
BOONE	60	68	63	62	70	72
BRENTWOOD	61	66	55	69	69	72
BROOKE	31	40	34	43	38	34
BROWN	36	57	39	41	46	44
BRYKER WOODS	80	87	91	84	83	92
CAMPBELL	28	33	29	28	36	26
CASIS	82	78	80	86	83	91
COOK	50	61	56	55	56	61
CUNNINGHAM	54	67	62	64	70	69
DAWSON	35	46	30	38	48	40
DOSS	78	84	84	84	82	90
GALINDO	37	41	48	54	52	49
GOVALLE	25	46	27	29	38	30
GRAHAM	37	49	31	49	49	44
GULLETT	77	76	71	79	83	87
HARRIS	37	51	45	40	43	43
HIGHLAND PARK	81	85	84	86	82	92
HILL	78	84	80	78	77	87
HOUSTON	31	44	31	41	41	38
JOSLIN	55	56	52	58	63	63
KOCUREK	65	73	74	70	72	79
LANGFORD	39	49	42	40	46	42
LEE	83	89	86	89	91	95
LINDER	40	53	41	46	50	49
MAPLEWOOD	48	53	46	51	55	55
MATHEWS	57	71	67	72	67	75
MENCHACA	67	70	72	75	75	81
METZ	36	53	40	35	39	38
NORMAN	25	43	36	34	34	30
OAK HILL	74	67	74	80	81	85
OAK SPRINGS	23	50	33	32	35	31
ODOM	48	53	51	56	62	58
ORTEGA	23	44	48	24	25	25
PALM	44	54	41	53	55	51
PATTON	74	83	79	77	81	87
PEASE	66	74	69	70	73	79
PECAN SPRINGS	28	48	30	32	31	29
PILLOW	65	67	64	66	72	74
PLEASANT HILL	39	57	54	38	47	46
REILLY	46	56	46	51	55	56
RIDGETOP	35	43	36	40	33	34
SANCHEZ	24	50	36	31	35	31
SIMS	27	36	24	20	28	20
ST. ELMO	35	40	36	32	41	36
SUMMITT	67	72	64	69	73	77
SUNSET VALLEY	61	61	63	63	67	68
TRAVIS HEIGHTS	47	48	43	55	49	52
WALNUT CREEK	47	56	46	53	54	54
WIDEN	28	44	31	40	47	39
WILLIAMS	57	66	58	71	69	72
WINN	22	37	22	28	27	23
WOOLDRIDGE	44	62	61	48	55	56
WOOTEN	34	53	42	51	52	56
ZAVALA	24	46	48	32	34	32
ZILKER	66	70	62	64	66	74
AISD	50	60	54	56	59	61

1992 NAPT Scores
Percentile of the Mean National NCE
Grade 5

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALLAN	23	36	27	29	46	29
ALLISON	34	48	37	39	49	41
ANDREWS	38	44	37	35	46	40
BARRINGTON	50	63	52	55	65	63
BARTON HILLS	76	75	79	80	88	89
BECKER	34	49	36	39	43	39
BLACKSHEAR	25	47	33	29	31	28
BLANTON	40	49	45	42	53	48
BOONE	64	66	67	70	75	76
BRENTWOOD	55	57	52	65	70	68
BROOKE	37	50	50	46	51	48
BROWN	43	58	46	46	54	53
BRYKER WOODS	88	84	90	92	91	95
CAMPBELL	35	51	43	40	45	44
CASIS	81	83	87	89	91	94
COOK	55	64	62	57	66	67
CUNNINGHAM	68	75	73	78	84	86
DAWSON	36	52	38	36	53	43
DOSS	79	82	87	87	86	92
GALINDO	47	54	60	57	63	63
GOVALLE	21	32	21	28	41	26
GRAHAM	44	46	36	52	61	53
GULLETT	81	85	85	86	93	94
HARRIS	35	56	43	44	51	48
HIGHLAND PARK	81	85	87	89	87	94
HILL	79	88	84	83	87	92
HOUSTON	35	52	42	36	51	43
JOSLIN	50	55	59	58	67	64
KOCUREK	54	59	58	62	71	69
LANGFORD	47	45	43	46	59	50
LEE	82	86	84	86	89	93
LINDER	42	58	50	47	54	53
MAPLEWOOD	41	56	52	40	55	50
MATHEWS	66	65	61	66	75	75
MENCHACA	65	68	72	69	82	80
METZ	36	54	55	41	44	44
NORMAN	37	46	24	40	50	38
OAK HILL	64	64	69	68	75	77
OAK SPRINGS	28	43	26	28	37	29
ODOM	51	55	52	59	70	64
ORTEGA	25	46	37	33	41	34
PALM	46	56	43	59	63	60
PATTON	67	73	71	75	79	82
PEASE	64	78	65	74	79	81
PECAN SPRINGS	38	55	42	43	57	49
PLEASANT HILL	46	56	56	49	60	58
READ	68	76	74	69	77	81
REILLY	51	64	64	59	63	65
RIDGETOP	32	41	34	30	38	31
SANCHEZ	40	63	55	41	53	51
SIMS	29	49	37	31	45	36
ST. ELMO	46	48	45	47	62	54
SUNSET VALLEY	58	64	64	68	77	76
TRAVIS HEIGHTS	60	63	53	66	68	72
WALNUT CREEK	49	64	58	53	63	62
WIDEN	32	46	32	44	57	43
WILLIAMS	55	59	61	67	68	69
WINN	27	37	26	29	40	30
WOOLDRIDGE	46	61	52	51	61	59
WOOTEN	37	43	36	41	57	45
ZAVALA	23	41	47	31	36	32
ZILKER	56	63	57	61	69	69
AISD	52	61	57	59	67	65

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1992 NAPT Scores
Percentile of the Mean National NCE
Grade 6

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
BARTON HILLS	79	81	77	81	81	88
BLACKSHEAR	18	27	21	27	35	21
BLANTON	28	43	32	39	44	39
BRYKER WOODS	82	80	84	79	85	90
CAMPBELL	19	35	26	27	36	25
CASIS	80	83	84	78	87	91
DOSS	79	79	79	78	84	87
LEE	75	75	75	72	78	83
MAPLEWOOD	47	49	43	55	56	55
MATHEWS	66	71	70	75	82	83
METZ	30	45	43	36	51	40
PEASE	67	79	74	67	79	81
READ	61	61	48	54	69	66
SANCHEZ	37	68	61	42	46	51
ZILKER	48	51	44	46	53	51
AISD	46	54	49	50	61	56

1992 NAPT Scores
Percentile of the Mean National NCE
Grade 6

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALC	15	11	7	24	23	12
BEDICHEK	45	50	42	49	60	52
BURNET	42	49	40	46	55	48
COVINGTON	59	62	66	62	73	72
DOBIE	35	40	37	37	46	39
FULMORE	44	49	48	46	59	52
LAMAR	46	59	50	55	62	62
MENDEZ	36	46	36	48	53	46
MURCHISON	52	61	59	54	65	63
O. HENRY	45	61	52	51	61	59
PEARCE	26	36	26	26	39	27
PORTER	51	53	52	52	65	60
AISD	46	54	49	50	61	56

1992 NAPT Scores
Percentile of the Mean National NCE
Grade 7

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALC	14	17	11	12	17	9
BEDICHEK	45	57	43	40	51	48
BURNET	38	50	36	33	41	37
COVINGTON	57	60	59	47	57	59
DOBIE	35	46	42	34	40	38
FULMORE	47	57	45	36	51	48
KEALING	67	69	63	62	67	72
LAMAR	50	61	56	45	55	57
MARTIN	56	63	61	50	57	61
MENDEZ	34	45	33	31	42	34
MURCHISON	56	64	55	50	58	61
O. HENRY	46	63	46	37	50	50
PEARCE	25	38	22	21	29	21
PORTER	50	57	48	42	53	52
AISD	47	56	47	41	50	50

1992 NAPT Scores
Percentile of the Mean National NCE
Grade 8

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALC	14	17	9	12	19	9
BEDICHEK	50	58	47	46	52	53
BURNET	47	61	41	44	44	48
COVINGTON	64	70	59	57	60	67
DOBIE	34	43	36	38	35	34
FULMORE	49	61	46	44	44	49
KEALING	69	74	61	65	63	72
LAMAR	54	67	52	48	51	59
MARTIN	62	68	57	56	55	64
MENDEZ	38	51	35	40	41	40
MURCHISON	63	72	58	59	58	66
O. HENRY	49	67	45	45	53	54
PEARCE	33	47	32	32	37	32
PORTER	53	62	50	49	50	56
ROBBINS	19	42	34	13	19	14
AISD	52	62	48	48	50	54

1992 NAPT Scores
Percentile of the Mean National NCE
Grade 9

School	Reading Total	Written Expression	Mathematics Total	Social Studies	Science	Composite
ANDERSON	66	66	58	60	75	66
AUSTIN	62	63	50	58	69	62
BOWIE	65	65	56	62	76	66
CROCKETT	47	52	37	45	60	49
LBJ	68	71	63	62	74	69
JOHNSTON	34	46	29	38	45	38
LANIER	43	48	37	43	55	47
MCCALLUM	57	59	46	52	64	57
REAGAN	26	42	24	29	43	32
ROBBINS	24	35	18	23	34	26
TRAVIS	41	50	30	40	47	43
ALC	13	19	7	22	23	16
AISD	50	56	42	49	61	53

1992 NAPT Scores
Percentile of the Mean National NCE
Grade 10

School	Reading Total	Written Expression	Mathematics Total	Social Studies	Science	Composite
ANDERSON	75	70	77	74	80	75
AUSTIN	66	59	62	64	68	65
BOWIE	68	63	62	68	74	67
CROCKETT	54	55	51	58	66	57
LBJ	71	66	66	69	77	72
JOHNSTON	46	49	42	54	56	50
LANIER	39	44	43	46	54	45
MCCALLUM	66	63	59	66	68	66
REAGAN	39	45	41	43	52	44
ROBBINS	31	35	19	33	43	32
TRAVIS	46	50	45	50	56	49
ALC	8	26		13	19	
AISD	58	57	56	60	66	60

1992 NAPT Scores
Percentile of the Mean National NCE
Grade 11

School	Reading Total	Written Expression	Mathematics Total	Social Studies	Science	Composite
ANDERSON	68	68	70	73	77	71
AUSTIN	62	64	61	69	68	65
BOWIE	62	63	56	66	65	61
CROCKETT	50	56	42	62	64	54
LBJ	66	61	56	68	72	66
JOHNSTON	45	53	34	58	51	47
LANIER	44	55	44	55	56	48
MCCALLUM	60	59	51	67	62	61
REAGAN	40	52	43	47	51	45
ROBBINS	19	29	18	26	27	22
TRAVIS	40	49	39	51	52	45
ALC						
AISD	55	58	51	62	63	57

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1991 SAT Scores

School	Number Tested	Verbal	Mathematics	Total
Anderson	230	442	525	967
Austin	200	492	534	1026
Bowie	274	417	471	888
Crockett	146	410	462	872
Johnson (LBJ)	167	446	508	954
Johnston	76	387	425	812
Lanier	126	389	449	838
McCallum	117	488	534	1022
Reagan	122	402	478	880
Robbins	2	440	520	960
Travis	62	388	432	820
AISD	1522	432	490	922
State	----	411	463	874
National	----	422	474	896

1991 ACT Scores

School	Number Tested	English	Mathematics	Composite
Anderson	60	22.1	22.6	22.1
Austin	43	21.0	21.2	21.3
Bowie	51	20.5	20.2	21.0
Crockett	41	19.4	19.9	20.1
Johnson (LBJ)	61	20.8	20.9	21.1
Lanier	44	18.5	19.0	19.2
McCallum	56	22.1	20.2	21.3
Reagan	63	19.3	20.4	19.8
Travis	42	18.1	18.6	18.8
AISD	479	20.2	20.4	20.5
State	---	19.7	19.5	19.9
National	---	20.3	20.0	20.6

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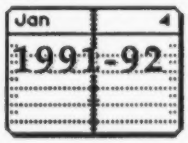
Student achievement in 1990-91. Austin, Texas: Office of Research and Evaluation (Pub. No. 90.48), Austin Independent School District, July, 1991.

Use of testing/evaluation information for school improvement (AERA) 1987-88. Austin, Texas: Office of Research and Evaluation (Pub. No. 87.30), Austin Independent School District, January, 1988.

The following publications and others related to achievement testing are available from the

Office of Research and Evaluation (ORE),
Austin Independent School District,
1111 W. Sixth Street
Austin, Texas 78703-5399

Testing Dates



TAAS/TEAMS
October 8-10
Grades 3, 5, 7, 9, and 11 (Exit Level)
TAAS/TEAMS Exit-Level
March 31 - April 2
Grade 11 (Exit Level)
NAPT–Grades 3-8
April 6-10
ITBS–Grades 1-2
April 6-1

* NAPT makeups were administered during the week of testing. Make-up testing for ITBS was conducted during the week after the regular administration. There were no makeups for TAAS/TEAMS.

Who's Tested and Reported in Summaries?

Required Testers

Students who spent at least half of their instructional time in core curriculum areas in regular instructional programs were required to take the NAPT/ITBS in a standard administration. The exceptions were :

Special Education students whose Admission, Review, and Dismissal (ARD) Committee determined that they should be exempted from all or part of the NAPT/ ITBS and TAAS testing.

Limited English Proficient (LEP) students whose Language Assessment Proficiency Committee (LPAC) determined that they should be exempted from all or part of the NAPT or ITBS testing. There is a one-time exemption for the TAAS and no LEP exemption may be taken at TAAS exit level.

Scores Not Included in Achievement Summaries

Students' scores were excluded from achievement summaries under the following conditions.

TAAS/TEAMS

Special Education: Scores for special education students who took the test even though exempted by their Admission, Review, and Dismissal (ARD) Committee or took the test for experience only.

Invalid: Scores for individual tests which the teacher marked DO NOT SCORE because of a circumstance which makes the scores invalid.

NAPT/ITBS

Optional Testers

Students with a **documented disability** or with **limited English proficiency** who received less than half of their core curriculum instruction in a regular education class or attend regular education classes but routinely receive, in at least half of their core curriculum instruction, a modification that would preclude standard administration or whose Admission, Review, and Dismissal (ARD) Committee or Language Proficiency Assessment Committee (LPAC) determined that they take the test for experience only

Other: Scores for individual tests which the teachers invalidated because they were not completed due to extenuating circumstances.

Notes

Comparisons to Reports from Previous Years

In 1986-87 and 1987-88, results for grades K, 1, and 2 were reported in 1985 norms and grades 3-12 in 1982 norms. In 1988-89, all scores were reported in 1985 norms. In 1989-91, 1988 norms were used. All previous years scores were recalculated using 1991 norms and the percentile rank of the mean NCE for this report. The percentile of the mean NCE and grade equivalent scores presented here are calculated using 1991 norms for all grade levels. Each year some test records are updated by adding missing student information.

Anomalies

Over the past years, ORE staff members have noted several anomalies which may be present in achievement test data. For more information on anomalies in achievement data, please refer to ORE Publication Number 81.60, Anomalies in Achievement Analyses and ORE Publication Number 87.26, Six of One Is Greater Than Half a Dozen of Another: Strange Phenomena in Achievement Test Results.

Rounding

Numbers reported here are rounded to the most appropriate decimal place. Rounding can cause some calculations to appear to be incorrect. Total group medians and gains for groups are calculated independently rather

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